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ABSTRACT

The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. It is comprised of three major topical sections: (1) the school as a social system; (2) administrator style; and (3) teacher behavior. Documents in the first section are primarily concerned with two aspects of the school as a social system--the organizational climate and the congruence of role functions and goal perceptions deriving from the organizational structure. The documents in the second section are classified as relating to the administrator's personal leadership style or the instructional leadership influence. Documents in the third section are subdivided according to teacher role perceptions and confrontation and conflict. The entries were selected from the ERIC data file, RESOURCES IN EDUCATION. Several of the documents listed are reviewed in the literature analysis that precedes the bibliography. Abstracts of documents selected are reproduced from the actual computer printout pages. Citations in each topical section appear in chronological order with the most recent accessions first. Most documents are available in microfiche or "hardcopy" and can be ordered from the ERIC Document Reproduction Service. (MM)

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ED137221

Administrator Style Effect on Teacher Behavior and Morale

A Literature Review and Bibliography

of Selected ERIC Documents

Lana Pipes

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on Teacher Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In the context of today's politically sensitive education arena, the quality of human relations interactions between teachers and administrators becomes a matter of importance to all those concerned with the preparation and continuing education of school personnel. The concerted drive by teachers in recent years for a more active involvement in decision making about their professional careers has not been effected without a resultant decrease in the autonomous power and prestige of administrators. Thrust into adversarial positions across the negotiating table from teachers, administrators suddenly discovered the need to sharpen long-neglected skills in personnel management and amicable resolution of conflict.

The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. Particular attention is paid to those leadership styles with potential for creating human relations environments which promote effective teaching and improved learning. Identification of variables accounting for significant differences in instructional behavior is the prerequisite to development of preservice and inservice programs designed to select and train administrative personnel as educational leaders for tomorrow's schools. The ERIC Clearinghouse on Teacher Education is committed to the effort of making available to the education community information analysis products that will contribute to the knowledge base on which these educational programs must rest.

Entries in this bibliography were selected from the ERIC data file, Resources in Education (RIE), and arranged topically. Several of the documents included in each topical section are reviewed in the literature analysis which precedes the bibliography. Abstracts of documents selected are reproduced from the actual printout pages. It is hoped that familiarity with the format and information available through computer searching will encourage greater use of the ERIC resources.

Citations in each section appear in chronological order, with most recent accessions first. Most documents are available in microfiche (MF) or "hard copy" (HC) form, and can be ordered by ED number from the ERIC Document Reproduction Service. An EDRS order form with current price information is included at the end of this publication.

Readers are invited to submit documents related to the preparation and continuing development of school personnel--both administrators and teachers--to the Clearinghouse for consideration and possible inclusion in RIE. Comments and suggestions about this publication also are welcome.

Karl Massanari
Clearinghouse Director

ADMINISTRATOR STYLE EFFECT ON TEACHER BEHAVIOR AND MORALE

In any consideration of the school as a social system, the complexities of interpersonal relationships in a hierarchical organization must be explored as fully as more objective components. While the influence of human relations interactions on the learning environment may seem evident, devising rigorous, replicable instruments for measuring the extent of this influence has posed difficulties for researchers.

If one perceives the teacher as the fulcrum of the instructional process, then the primary interrelationships open to investigation are those between the teacher and (a) students, (b) parents and community, (c) other teachers, and (d) administrators. This bibliography focuses on the last of these, teacher-administrator relationships, and specifically on the aspect of what effect the administrator's leadership style may have on role behavior and job morale of the teacher. Bound up in this question is the whole spectrum of perceptual, attitudinal, judgmental descriptions which are not easily susceptible to analysis.

Yet precisely because it is so hard to cast rules about affective behaviors in concrete, it can be helpful to examine the array of discrete, situation-specific studies and reports that, taken together, give an overview of the work being done by educational researchers and practitioners in an attempt to establish causal relationships. If the factors that do make a difference can be isolated, educators can then tackle the even knottier problem of contriving change strategies whose end result would be improvement in the instructional processes and, ultimately, in pupil achievement. These efforts have implications for the preparation and inservice education of teachers and administrators, and for the organization of the school itself.

A comprehensive search of the ERIC files would yield an enormous body of literature that relates to teacher-administrator interactions, teacher and administrator role functions, teacher behavior, attitudes, morale, and job satisfaction. In selecting entries for this bibliography the Clearinghouse staff has, insofar as possible, weeded out those studies that deal only tangentially with the subject as a minor dimension of unrelated research, and has restricted inclusion to documents that provide useful data for current practice and further inquiry. Entries retained have been organized by broad topical sections, although overlapping is frequent and unavoidable. Section introductions briefly review and relate documents subsumed under each topic.

It is also evident that this publication in no way represents the last word on the subject of teacher-administrator relationships. Despite landmark research by many notable scholars (among whom could be mentioned Ned Flanders, Arthur Combs, Harvey Goldman, Donald Medley, Arthur Blumberg, Edmund Amidon, and numerous others), current knowledge is spotty at best; the field remains wide open for experimentation and interpretation. Particularly needed are reports of field-based studies by teachers and administrators themselves. The Clearinghouse therefore encourages readers to assume

as part of their professional responsibility the task of expanding the data base in these affective areas, and invites the submission of related documents to the Clearinghouse for possible inclusion in ERIC.

TOPICAL ORGANIZATION

The bibliography is comprised of three major topical sections: (a) the school as a social system, (b) administrator style, and (c) teacher behavior.

The School as a Social System. Included in the leadoff section are those documents examining organizational structure and climate in the school, hierarchical role functions, differentiated staffing relationships, and the variables of school type and innovative programming.

Administrator Style. The term "administrator" is used to incorporate several primarily non-instructional job titles--principal, vice principal, assistant principal, supervisor, superintendent--and may encompass limited administrative functions of the master teacher or department head. Documents relate to administrators' awareness of their roles and the relationships of those roles to teachers in the spheres of leadership, helping activities, observation, supervision, and evaluation.

Teacher Behavior. This section reports teachers' perceptions of their own responsibilities and how these are seen to be aided by administrator support (or hindered by lack of it). Of particular interest are teacher attitudes toward participatory decision making and collegial instructional approaches. Role shifts resultant from negotiations, collective bargaining, and unionism also are included.

THE SCHOOL AS A SOCIAL SYSTEM

Documents in this section are primarily concerned with two aspects of the school as a social system: (a) the organizational climate, or the characteristics and hierarchical structure of schools, and (b) congruence of role functions and goal perceptions deriving from the organizational structure.

The Organizational Climate

Studies of the school as a social system frequently have relied on the industrial model[1] or the bureaucratic model[2] for their theoretical basis. HANSON (ED 125 124) asserted that although public schools show many traits of the bureaucratic model--hierarchy of authority and centralized power, specified rules of behavior, division of labor and hiring of specialist-experts, a defined work flow--this model ignores the influence that professionalism has on governance. His Interacting Spheres model hypothesized the interaction of two very dissimilar decisional environments (rational and programmed vs. unencumbered and non-prescriptive). The sphere of school-wide affairs lends itself to rational centrally controlled procedures, while the sphere of classroom affairs requires flexibility and autonomy. Among the interactions he cited are (a) constraints limiting decision-making authority in both spheres, (b) direct and indirect strategies by members in each sphere to manage the behavior of members of the other sphere; and (c) defensive strategies of members to protect their own sphere from outside intervention.

PATTON AND MISKEL (ED 104 002) also took issue with previous organizational models in their study of teacher work motivation. Their investigation yielded no significant relationship between school district bureaucracy and six teacher motivational factors: (a) potential for personal challenge and development, (b) competitiveness desirability and reward for success, (c) tolerance for work pressure, (d) conservative security, (e) willingness to seek reward despite uncertainty vs. avoidance of uncertainty, and (f) surround (hygienic) concern. They suggested that researchers focus on the Getzels and Guba position, that the social system has two dimensions: (a) the roles of the organization, and (b) the needs of the individual.[3]

CONRAN AND BEAUCHAMP (ED 119 330) reported a series of longitudinal studies using mathematical formulations of verbal theories to analyze relationships among leadership, climate, teacher, and student variables in

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[1] Chris Argyris. Understanding Organizational Behavior. Homewood, Ill.: The Dorsey Press, 1960.

[2] Max Weber. The Theory of Social and Economic Organization. New York: Oxford University Press, 1947.

[3] J. W. Getzels and E. G. Guba. "Social Behavior and the Administrative Process," School Review 65: 423-41; 1957.

curriculum engineering. Among the objectives of their study was observation of the effects of principal leadership and organizational climate upon each other and upon teacher attitudes, attendance, and performance; and the observation of the combined effects of these variables upon student achievement. They concluded that there is a correlation between principal leadership and organizational climate, and that support exists for the assumption of reciprocal causation among the variables considered.

ROCKHILL (ED 062 702), in a speech to the American Association of School Administrators, laid blame for the gap between teachers and administrators to their differing perspectives, and to the potentially conflicting relationships between the supervisor/evaluator and the person supervised or evaluated. She saw that gap as becoming more pronounced as negotiations effect a power shift in teacher-principal relationships. Asserting that behavior is more often psychological than logical, she stressed the need for communication, trust, and positive human relations, and for building staff morale through individual needs satisfaction.

However, HELWIG (ED 047 427) reviewed previous studies of the relationships between the behavior of administrators and the teacher satisfaction/morale domain. His own research showed no significant correlation between total principal-teacher communications and teacher morale.

GOODLAD (ED 117 857) saw self-interest as the most powerful force for change and suggested that improvement in the educational system requires congruence between the self-interest of the primary participants in schooling and the common welfare, by creating what he called "satisfying work places."

A bibliography by LOREN (ED 020 569) referenced publications, 1932-1968, focusing on planned change in the school as a social organization.

Role and Goal Congruence

Several documents explore the domain of consensus/dissensus between administrators and teachers on roles and goals in school systems.

FOX ET AL. (ED 042 708) described the school as a complex network of interrelated roles, where conflict arises when one's own definition of role responsibilities is in opposition to, or differs from, the way others see that same role. They recalled Gross and Herriott's findings of positive and significant effects of the principal's leadership style on (a) staff morale, (b) the professional performance of teachers, and (c) student learnings.[4] The second section of their manual dealt with how the school can be improved, and provided inservice training materials.

Need for improved human relations interactions in the school setting is recognized. LOUK (ED 019 084), in surveying opinions of instructional problems,

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[4] N. Gross and R. N. Herriott. Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley & Sons, 1965.

found that while agreement between teachers and administrators was highest on teaching methods, it was lowest on problems of relations with other teachers and administrators.

GOLDMAN (ED 012 955) reported similar need patterns among teachers and principals, and suggested that this finding has implications for selection and placement of staff, as well as for modification of behaviors.

AMIDON AND BLUMBERG (ED 012 696) saw wide differences between the way principals and teachers perceive occupational problems as indicating inadequate communication between the two groups, and suggested that inservice training should include time for organizational development.

CALDER (ED 033 454) predicted that her study of teacher-principal and teacher-teacher role dissensus would show that teachers who had the most disagreement with their principal, and with other teachers in their building, would show the least satisfaction on each of three measures. However, her hypothesis received statistical confirmation for only one measure of teacher-teacher dissensus, affective satisfaction with the teacher's own building. Her findings indicated that teachers who showed a moderate amount of disagreement with their principal were more likely to be satisfied with their school and with the system as a whole than those with either very low or very high dissensus.

SUTKER ET AL. (ED 017 686) examined the job satisfaction and the potential for role conflict among vocational teachers. Two kinds of legitimacy in role expectations were distinguished: source (who has the right to expectations) and content (which kinds of normative expectations are acceptable). Local administrators dominated as legitimate sources, but were only partially "acceptable" in the content of their expectations. A relatively high legitimacy rating given administrators and State Board personnel was interpreted as suggesting the organizational theory of "multiple allegiance," and as confirming Purcell's work showing that multiple allegiance does not necessarily have to produce conflict.[5]

In reviewing research on role conflict among public school teachers, Sutker et al. cited, among others, Fishburn's study of the norms held for the behavior of public school teachers by teachers and administrators,[6] and made reference to the early national study by Charters and Waples concerned with the expectations and norms for teacher behavior held by administrators and other groups.[7] They concluded, however, that most investigations consist primarily of empirical descriptions of cognitions related to teacher role, with less emphasis on statistical analysis.

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[5] T. V. Purcell. The Worker Speaks His Mind on Company and Union. Cambridge, Mass.: Harvard University Press, 1954.

[6] C. E. Fishburn. "Teacher Role Perception in the Secondary Schools of One Community." Unpublished Ed.D. dissertation, Stanford University, 1955.

[7] W. W. Charters and D. Waples. The Commonwealth Teacher-Training Study. Chicago: University of Chicago Press, 1929.

Teachers frequently express dissatisfaction with administrative stance on pupil control ideology. WILLOWER (ED)020 565) found teachers more custodial than principals, primarily because pupils are apt to represent a serious potential threat to teacher status; but he noted the lack of a clear picture of the extent to which the demands of a given role may function to change ideology. He raised the possibility that the influence of positional and personality factors may tend to reinforce one another. He also speculated that, while conflict over pupil control does occur, the structure and task of the school reduce overt conflict but increase inner tensions for certain individuals, and noted that ideology may or may not be reflected in behavior.

APPLEBERRY (ED 053 407) reported a dissensus on pupil control in open schools, with teachers, but not principals, more humanistic than in closed schools. However, principals were found to be significantly more humanistic than teachers in both relatively open and relatively closed schools, confirming that the more vulnerable role of the teacher relates to pupil control ideology.

YUSKIEWICZ AND DONALDSON (ED 061 178) saw identification of those factors which influence teacher job satisfaction as tantamount to administrative practice, resulting in an inservice program designed to reduce incongruence. Their study of pupil control ideology produced data that teachers were perceived to be more custodial than they reported themselves to be; and that principals also were perceived as more custodial than they reported, but less custodial than the teachers. The researchers asserted that congruence of educational philosophy was a factor in productive teaching and learning.

ADMINISTRATOR STYLE

By their position in the hierarchical organization of the school, administrators can bring about change in teacher behavior in various ways:

1. By arbitrary decree, they can require subordinates to adopt specific instructional programs or methods.

2. By performing supervisory and evaluative functions, they can persuade teachers to modify behavior.

3. By effective example and leadership, they can suggest or model desired behavior.

Thus an administrator's power as a change agent may derive from positional authority, the communication of needed information, the force of individual traits, or--more usually--a combination of factors.

Some studies of administrative influence have focused on the personality dimensions of the administrator who wields this power--whether the leadership style may be labeled direct or indirect, tolerant or intolerant, task oriented or employee oriented, democratic or autocratic. Others have investigated how teacher behavior is modified by the administrator as instructional leader--as supervisor, observer, evaluator, facilitator.

The documents in Part Two are classified accordingly, as related to (a) personal leadership style or (b) instructional leadership influence.

Personal Style

Studies of administrator style have shown increasing concern for interactive manifestations rather than pure personality attributes. HOY ET AL. (ED 095 639) remarked that the study of leadership has shifted from leader traits to leader behavior and performance. They noted the widespread use of a research instrument, the Leader Behavior Descriptive Questionnaire, developed at Ohio State University.

IGNATOVICH (ED 054 516) cited references to the vast number of typologies developed for studies of leadership. His own study proposed to identify types of leaders and subsequently investigate the effects of these leadership types on organizational behavior of teachers. He identified three types of principal-leaders and, further, three dimensions ("potency" of behaviors, amount of "freedom-giving" behaviors, and amount of "order-maintaining" behaviors) accounting for major differences between types: (a) Congruence of perceptions between principal and teacher is greatest for the Tolerant-Integrator type; (b) the Intolerant-Structuralist interacts with the faculty but maintains interpersonal distance; (c) the Tolerant-Interloper is the least potent, and seems to withdraw from the "role" of principal.

SANDERS (ED 090 663) used a supervisory scale developed by Blumberg and Amidon,[8] who had concluded that indirect or "asking" styles of supervisory behavior produce more positive results and higher morale. Sanders' study indicated that teachers influenced by the suggesting and acting (high direct, high indirect) styles changed markedly over time to more favorable attitudes toward education.

In a study of how task- and employee-oriented administrative styles differ in their effect on group morale, DUNCAN (ED 116 279) found that:

1. Increasing or decreasing the hours spent with subordinates or superiors does not affect the administrator's personal style of behavior

2. Elementary principals and superintendents tend to be more employee oriented with increasing experience, secondary principals more task oriented

3. Employee-oriented administrators have a higher level of support (group atmosphere) for their particular style of behavior

4. Factors such as teacher militancy, legal constraints, and school district accountability apparently result in lower group atmosphere mean for the entire group of administrators.

CHUNG (ED 042 259) reported that a high teacher-centered management style of public school principals was significantly related to high job satisfaction in teachers. Teacher-centered management style was characterized as: (a) much sharing in educational decision making, (b) less close supervision, (c) high supportive behaviors of the professional growth of teachers, (d) much personal relationships, and (e) much accessible relationships.

Because of their intermediary position in the school hierarchy between teachers and higher administrators, building principals were seen by GROSS AND OTHERS (ED 002 951) as frequently exposed to role conflict. In the final report of the National Principalship Study, they presented results of findings related to role conflicts experienced by principals as executives of their schools. Sixty percent of principals reported that introducing change into the instructional programs created conflict, because of differing expectations. Almost 50 percent reported exposure to conflict relating to division of labor in the school, in two areas: (a) "assigning teachers to non-teaching duties," and (b) "requiring teachers to perform clerical work."

CALDWELL AND SPAULDING (ED 079 835) found that senior high school principals who were perceived as representative in their rule administration were also perceived as having high professional leadership, while those who demonstrated mock or punishment centered rule administration behavior were perceived as having low professional leadership. However, they noted that indecisiveness, inability to carry out the rules, or ignoring rules can cause the principal a greater loss of leadership status than punishment centered enforcement of rules. Their data showed no relationship between staff militancy and the perceived

[8] A. Blumberg and E. Amidon. "Teacher Perceptions of Supervisor-Teacher Interaction," Administrator's Notebook 14: 1-4; September 1965.

rule administration behavior; the researchers gave as one plausible explanation of this finding the possibility that the spread of collective bargaining has caused an increase in staff militancy, so that the scope of attitudes within districts has begun to level.

According to FEITLER (ED 065 900), present role expectations of building principals which include evaluation and task-related duties may interfere with the quality of interaction. He cited social systems theory, that the organizational leader sets the climate for meeting personal needs and that these needs must be accommodated in an effective organization. Leadership training for school administrators, focusing on people-oriented rather than system-oriented behaviors, was seen as a possible means to shift toward participative group processes.

THOMAS (ED 034 311), reporting on administrators who had participated in a five-day laboratory in interpersonal relations, concluded that: (a) participants had exhibited greater awareness of conditions facilitating effective group functioning and had altered their interpersonal behavior with the school staff; (b) they were more willing to share decision making with their teachers; and (c) the changes resulting from their laboratory training were desirable both administratively and educationally. Thomas also found that the administrators' laboratory experience had impact on the school climate: their staffs, in comparison with the staffs of a control group of administrators who had not experienced laboratory training, displayed more change toward higher group morale and toward more open organizatonal climate, and were deriving more satisfaction from their work and were more open to accept educational change.

Instructional Influence

Teachers generally see those administrators closest to them in the school hierarchy as the most effective in improving instruction and as the most legitimate sources of influence, with that influence increasingly diluted the more distant the administrative role from the classroom. PARSONS (ED 082 319) reported a Canadian study in which nearly 54 percent of the 697 teachers surveyed said the principal performed the most effective supervisory role (although 9.7 percent said the principal was least effective). In regard to pupil control ideology, however, Parsons asserted that his study seemed to indicate that another important concern to teachers, principal support of teacher authority, may be unfair to the student.

On the other hand, GORTON (ED 048 645) cited research showing that teachers do <u>not</u> recognize the principal as the instructional leader of the school; most teachers, he said, are now as well prepared as the principal in subject matter and teaching methodology. Gorton's own study found that <u>only</u> perceived instructional expertise was independently related to the likelihood that a teacher with an instructional problem would approach an administrator or supervisor for assistance.

BLUMBERG AND CUSICK (ED 040 938), reporting a study using taped observation of teacher-supervisor interaction, said that the interaction did not appear to be a collaborative affair, that the bulk of time was devoted to the supervisor's giving of information, and that the least used behavior by either

the teacher or the supervisor was the asking of problem-solving questions. They interpreted these results as raising doubts about the productivity of most such interactions, and proposed that implications may be deduced for the training of supervisors who can work collaboratively with teachers in a common problem-solving effort.

SERGIOVANNI (ED 066 817) saw the solution to supervisory problems in a shift of emphasis from direct control over development and implementation of the curriculum to control over nurturance of an open and healthy organizational climate which would (a) build commitment to internalized change, (b) enhance the supervisor's control over school effectiveness, (c) nurture the intrinsic work satisfaction of the teacher, and (d) facilitate the emergence of staff instructional leadership. He asserted that high levels of staff cooperation and commitment, two indicators of intrinsic work satisfaction, come from jobs with built-in opportunities for continuous personal and professional growth, achievement of worthwhile objectives, experiences of success, responsibility for one's own work, and recognition for meritorious performance.

MARCUS (ED 125 123), studying leadership style in relation to school achievement, reported that administrators who advance an educational philosophy in concrete terms, who succeed in communicating this view, and whose concern and energy focus sharply on instruction are those most likely to manage successful schools. He found, however, that teacher estimates of their own participation in decision making tend to be lower than principal estimates of teacher participation.

DOLES (ED 090 652), in a speech at the National Association of Secondary School Principals Annual Convention, considered the principal as a "teacher of teachers." He cited a study by Foster[9] in which all 213 experienced teachers questioned admitted they were not teaching as well as they knew how, and 205 of the 213 placed at least part of the blame on themselves. Doles emphasized that each of the reasons the teachers gave for not teaching to their maximum capability points to a need for change in teacher behavior. He listed several ways in which an administrator can modify teacher behavior:

1. Attempt to develop teacher willingness to accept support services, which are not a threat to classroom authority but are available to improve student learning.

2. Seek creative means for coordinating staff efforts toward common goals.

3. Provide stimuli for professional growth of teachers.

4. Familiarize teachers with innovations and make sure they can acquire the skills necessary for their effective use.

5. Find ways of motivating teachers.

6. Get teachers involved.

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[9] Walter S. Foster. "Teacher Perceptions of Their Teaching Practice and Means for Improving Their Instruction." Unpublished doctoral thesis, University of Oregon, Eugene, 1964.

He also suggested ten things that administrators can do personally:

1. Set a good example.
2. Foster cooperation, using broad-based decision making.
3. Minimize role conflict.
4. Facilitate decision-making techniques.
5. Permit trial and error, but base next trial on previous error.
6. Plan for frequent, concise, and professional communication.
7. Use their influence where it will do the most good.
8. Determine reasons for resistance, and deal with it creatively.
9. Foresee and alleviate where possible additional problems and burdens.
10. Maintain quality while effecting change, and provide backup procedures where necessary.

SCHMUCK (ED 062 700) cited psychoanalytic theory and research in suggesting ways that a facilitator can recognize and reduce anxiety and frustration teachers may experience when confronted with discrepancies between their ideal and actual performances. He said that administrative support for classroom innovations should help to reduce frustrations of teachers attempting to change.

Administrators looking for ways to motivate the continuing professional growth of staff members are advised by CORY (ED 027 254) to:

1. Establish a working relationship based on mutual trust and confidence
2. Give proper recognition and status to the individual's work
3. Express interest in the teacher's personal and professional problems
4. Create an environment conducive to creative, participatory problem solving.

He lists 60 practices of principals and 60 incentives described by teachers as effective in their own schools.

PACKARD (ED 123 766), in an interim report of a longitudinal study in elementary schools, said that roughly 55 percent of instructional decisions are made by the individual teacher; that collegial decisions (with other teachers) account for a large part of the remainder; and that principals do not play a major role in governance of instruction. Evaluation of instruction, he said, is more likely to be regarded as sound and welcome when the evaluator is close to, if not intimately involved in, the work of the person evaluated. He concluded moreover that little encouragement exists for principals to enter into collaborative decision making with teachers unless they are also directly implicated by the resultant decision.

TEACHER BEHAVIOR

In the pivotal role of assuring that the primary function of the school--student learning--does indeed take place, teachers have become increasingly vocal about their importance in the school hierarchy. They more and more tend to see teacher-administrator relationships in terms of power. As a group, they are demanding power over their own professional destinies; they want to be consulted on instructional and organizational decisions that influence the overall working of the school; and they want to be considered as co-equal partners with administrators in a differentiated educational staffing structure.

To obtain the redistribution of decision-making power, teachers have sometimes used confrontation techniques and labor/management negotiations strategies. Such actions have brought about changes in the interpersonal relations between teachers and administrators.

Teachers' perceptions of their roles and needs, and the steps they are taking to assert their primacy, have implications for teacher-administrator interactions. Documents in this section, therefore, are subdivided, as related to (a) teacher role perceptions and (b) confrontation and conflict.

Role Perceptions

STOKER (ED 122 414) reported the results of a survey of the attitudes of 400 elementary school teachers toward their principals. Asked what principals' activities helped them, the teachers responded: (a) being available to confer with teachers, (b) working with severe discipline problems, (c) obtaining needed materials and supplies, and (d) conferring with parents and students. Ways in which the principal could help: (a) be available in emergencies (firm disciplinarian), (b) visit classrooms more/less (or not at all), and (c) hold more conferences. Activities of the principal which impeded teaching effectiveness: (a) too many unnecessary interruptions, (b) too many faculty meetings, (c) too much paperwork, and (d) unannounced classroom visits. One-third of the teachers felt that teachers should not be involved in administration, but most thought there should be limited involvement of the staff in such administrative functions as policies and scheduling.

BERGETH (ED 042 561), in a study limited to rural school districts in one state, attempted to determine whether significant differences in morale existed for the target group. Using the Purdue Teacher Opinionnaire to measure morale, he studied the effect of such "biographical" variables as age, sex, educational preparation, years of teaching experience, rate of teacher turnover, and school size on teacher morale. He found that using the PTO total score yielded educational preparation, years teaching experience, and age as the significant predictors of morale; but years teaching experience and teacher turnover were significant on the greatest number of PTO factor scores. Assessing the effect of selected biographical variables on morale, he found:

1. The teacher's age apparently has little or no influence on morale.

2. Female teachers exhibited higher morale than male teachers.

3. Teachers with the least amount of education were more contented than those with more education.

4. Experienced teachers scored higher on morale than inexperienced or less experienced teachers.

5. Elementary teachers were more satisfied with teaching than secondary teachers.

6. Teachers from schools with the lowest percent of teacher turnover had significantly higher morale.

7. Teachers in larger schools (34 or more faculty members) exhibited significantly higher morale.

Bergeth's study also yielded the finding that salary had little effect on morale. No significant differences were found among teachers grouped by salary levels on the PTO total score and nine of the ten factors; a significant difference was found only on the variable of satisfaction with teaching--teachers having the smallest salary had the highest morale.

FITZGERALD (ED 087 754) studied graduate education students to determine attitudes of career elementary teachers concerning satisfaction. She reported findings with implications for administrator action:

1. The total group of teachers in the study indicated that on the average they are satisfied with over half the tested aspects of their employment: ability utilization, friendliness of co-workers and their performance, independence, individual identity, organization control, responsibility, security, social service, variety, work challenge, work involvement, and general satisfaction.

2. Caution must be taken to ensure the competencies of those who evaluate teacher performance; the relationship of satisfaction and needs to satisfactoriness (in performance of assigned duties) must be investigated.

3. A more flexible use of staff rather than the one-teacher-one-classroom approach would attract talented teachers to part-time service.

4. Teachers' organizations must consider the importance of all the personal needs of individuals in negotiations. Although compensation for services ranked in the lowest fifth of the satisfaction scales, supervision (technical), advancement, and work accomplishment ranked lower. General job satisfaction, creativity, cooperation of staff, and dedication were areas of greater need, and compensation ranked in the lower half of all the need scales.

In a survey of 75 beginning teachers, FRANC (ED 073 064) found that most problems were perceived in the area of instruction, and that the administrator is the greatest source of actual help. Teacher-administrator relationships,

however, accounted for over 87 percent of all interpersonal problems. The researcher suggested that detailed study of mutual responsibilities of teachers and administrators could be helpful in the preservice education of teachers.

EDGAR AND BROD (ED 046 885) administered an Autonomy Attitudes Inventory to determine new teachers' attitudes toward professional as compared with organizational evaluators' attitudes and the prevailing school-staff climate. Comparisons of teacher and administrator groups revealed significant differences. The conflict in attitudes was shown strongly in data on behavior autonomy, rejection of the legitimacy of authority rights, and new-teacher satisfaction with teaching. Among the researchers' conclusions:

1. Attitudes of new teachers toward autonomy often clash with existing attitudes of superiors and colleagues.

2. The organizational evaluator has a significant effect on professional socialization.

3. Satisfaction with teaching is in general related to satisfaction with the way tasks are allocated and evaluated.

4. New teachers want more control and guidance in such areas as discipline and clerical tasks, more autonomy in curricular content and teaching methods.

Administrators are seen as needing to examine the way neophyte teachers are evaluated, and who is given appraisal rights over them. The restructuring of evaluation patterns, perhaps to allow teacher trainees and new teachers to choose their own supervising teacher, is postulated.

ADAMS (ED 028 130), in a cross-cultural study of how teachers think others expect them to behave, found that respondents placed themselves closest to principals on (a) a broad range of goals (except in the United States, where respondents saw themselves closest to education officials on this factor); (b) corporal punishment; and (c) emphasis on social advancement. Respondent-principal divergence was never maximal in the United States. He concluded that if it can be assumed that the greater the degree of incongruence between respondents and significant others (in this study, parents, other teachers, principals, and education officials), the greater the possibility of misunderstanding if not conflict, then the greatest potential for disharmony lies with education officials.

BLUMBERG (ED 103 957) rank-ordered ten dimensions of trust between teachers and principals: credibility, support, fairness, participative decision making, professional openness, interpersonal openness, technical competence, personal warmth, follow-through, and confidentiality. He found that sex differences seemed to be operative in expressions of trust, and noted that most of the substance of trust was concerned with conditions and environment of work rather than with the work itself.

Several studies concern themselves primarily with teachers' role in decision making. ALUTTO AND BELASCO (ED 037 417) said that when dealing with professional employees, formal organizations must rely on both peer group norms and administrative superior-subordinate distinctions rather than solely on hierarchical relationships; and that often the relative influence of administrative superiors is somewhat reduced. Their study indicated that as teachers increase their participation in the decision-making process, they apparently prefer to see reductions in the relative organizational influence of principals and superintendents. Increases in teacher influence in their study were associated with reductions in the perceived influence of school district superintendents, but unrelated to the perceived influence of building principals.

Participative Decision Making, The Best of ERIC Series, Number 7 (ED 101 415), listed 21 annotated sources which address the concerns of teachers (and students) to be included in decision making, and administrator responses.

Confrontation and Conflict

ELLISON (ED 125 128), taking note that educational literature has dealt in detail with the administrator's role in personnel problems, addressed himself to the teacher's role in conflict or disagreement situations. He gave specific suggestions for what to do before, during, and after the problem arises. Some examples:

Before--"Systematically but discreetly make administrators aware of your professional accomplishments."

During--"If possible, resolve problems with your immediate supervisor before escalating them to higher administrators."

After---"Learn from this experience so that future problem situations can be solved."

CAVE (ED 015 520) asserted that the trait approach to leadership has given way slowly to the situational approach. He found that school administrators, school board members, and teachers' union representatives similarly described the ideal leader behavior an administrator should practice; and he interpreted this finding as indicating possibilities for resolving differences provided administrators are able to change their real leader behavior nearer to the ideal description. The leader behavior dimensions found to be contributing most to conflict were: (a) consideration, (b) initiation of structure, (c) integration, (d) demand reconciliation, (e) tolerance of freedom, and (f) production emphasis. Cave added that his research showed that administrators are deficient in their knowledge of the behavioral sciences and the theories and techniques of conflict resolution. He also asserted that there has been an almost complete lack of adequate programs for training administrators to be effective change agents, to have an understanding of organizational climates, and to understand the relationship of their leadership behavior to the presence of conflict. Not one of the administrators who participated in the study had

formal training in collective negotiations or bargaining; none appeared familiar with techniques for analyzing and resolving social conflicts; no planned courses of action for conflict resolution could be discerned. Cave concluded that the need for effective administrators has been increased rather than decreased as a result of the collective negotiations movement and accompanying conflict. He suggested that representatives from the teaching staff be given the opportunity to participate in selection of administrators.

DAVIES AND KLINE (ED 078 556) compared three types of negotiations procedures: traditional collective negotiations (essentially a unilateral employer-employee relationship), procedural collective negotiations (achievement of a basic collective bargaining document), and comprehensive contract (similar to a labor union contract). They found that the traditional group experienced a greater sense of identification with and belongingness to the organization; were able to maintain a more effective relationship with their principals; and exhibited significantly higher morale or rapport among teachers. They found also that as teachers increased in age, job satisfaction/morale improved. Their assumption that as participation in the management and decision making process intensified, morale improved was thus not supported.

MISKEL (ED 074 624) investigated teacher and administrator attitudes on five factors: (a) monetary benefits, (b) methods and materials, (c) assignments and procedures, (d) environment, and (e) evaluation. He concluded that differences between the two groups on all five factors assure continued conflict. He added that, if administrators are given an increasingly important role in negotiations as has been predicted, these basic attitudinal differences probably will become even more apparent.

STUCKEY (ED 081 075) reported that nearly two-thirds of the 94 superintendents who responded to the Feelings Inventory were upset or disturbed by teacher militancy. Administrative authority, labor-management tactics, teacher relationships, and types of leadership styles were all seen as changing because of teacher militancy; and 87 percent of the superintendents saw the resultant changes as increasing their work load and problems. Not all, however, were upset about losing authority.

NEXT STEPS

Review of ERIC documents relating to "Administrator Style Effect on Teacher Behavior and Morale" not only can broaden perspectives beyond generally familiar published research in the field of human relations; it may provide insights and useful practices adaptable to local situations as well. Results of inquiries into the reciprocal behaviors and influences of teachers and administrators can have implications for the preparation and continuing professional development of all education personnel.

Foremost, these documents suggest areas of concern for preservice and inservice education of both administrators and teachers. Interpersonal behaviors emerge as appropriate, though too often neglected, areas for skill improvement. The interplay of role functions in differentiated staffing patterns ranks in importance alongside the careful division of work tasks. Human relations are a prime ingredient for facilitating operations of team, partnership, and collaborative assignments.

Where administrator style affects selection and retention of a staff, low morale or high faculty turnover disrupt smooth organizational functioning, and certainly can mitigate against behavior modifications for improvement of educational outcomes. Acceptance or rejection of innovative practices may well depend on the educational climate set by administrators, who generally are the key determiners of meaningful change. Significant teacher-administrator dissonance may result, on the other hand, in a school atmostphere which is not conducive to teaching or learning. Positive and open attitudes should be based on mutual trust and understanding, and must be consciously nurtured to thrive.

Forces external to the school also have their influence. Because virtually everyone is a product of the educational experience, self-proclaimed experts abound, with firm conceptions of appropriate behavior for both teachers and administrators. Yet steadily expanding, sometimes contradictory, community expectations serve notice that conventional roles for schools, teachers, and administrators will not suffice. Differing viewpoints on such national priorities as social equity, teacher centers, provision of instruction for special students in regular classrooms, consumer education, and career/vocational education arouse passion and conflict. Economic uncertainties jeopardize school bond issues as well as current levels of budgetary allocations for materials and personnel.

The administrator is in the hotseat, caught between state and local policies and regulations and community desires on the one hand and an increasingly vocal and powerful teacher movement on the other. From a pessimistic view, administrators seem to be in a no-win situation. They are described variously as "harsh" in discipline--or "lacking control"; as "autocratic" in school management--or "indecisive"; as "interfering" in instruction--or "unconcerned"; as "loading teachers down with extra duties"--or "ignoring them in decision making." And the middle ground--if such there truly be in the schools--is guaranteed to please no one while offending everyone.

The inevitable dimunition of traditional administrative control in some areas, however, could have the eventual effect of freeing up time for

educational leadership, for crystallizing the individual school's educational philosophy, and for service to teachers as a resource person and facilitator in instructional improvement, curriculum revision, and staff development. These foreseeable role and function shifts call for the development and/or selection of administrative personnel who can adapt to changing conditions, who can interrelate effectively with teachers in a common effort--now as members of an education team, now as leaders, now as available resources.

More than what this literature review can show of what is known about administrator style and its effect on teacher behavior and morale, it points up the shakiness of the knowledge base in the field of education personnel interactions. Some researchers rely on models from other disciplines, others decry such models as inappropriate or inadequate to the professional education milieu. No one set of administrator style typologies would be accepted by all researchers in the field; indeed the results of studies are often contradictory, limited in applicability, or non-replicable. Questions which are explored but not entirely settled in the documents cited in this publication need further investigation:

For Administrators

-- Does one particular leadership style produce more positive results than others in terms of teacher behavior and morale?

-- If so, what are the characteristics of that optimal style?

-- What training can enable present or future administrators to attain those characteristics and skills?

-- How can schools identify persons with the potential for effective leadership?

For Teachers

-- What teacher behaviors are open to modification for improvement of instruction?

-- In what ways does teacher morale impinge on instructional behavior?

-- What activities of both administrators and teachers ensure high morale?

-- Should administrators, given a selective job market, choose teachers who conform to the educational philosophy of the school administration?

-- What are the implications for the human relations interactions in the schools of current collective negotiations and power thrusts of teacher organizations?

For the School

-- What mix of teacher and administrator role/goal congruence makes for an optimal learning environment?

-- To what degree is dissonance harmful to the school setting, and how can it be reduced?

-- Can some conflict be healthy?

-- How can the school focus the activities of administrators on those teacher behaviors which make a difference on student learning?

-- Are different school climates favorable to particular kinds of teacher behavior and administrator style?

Certainly, further investigation into any and all of these questions--and others--would enhance the preparation of education personnel for the school of tomorrow. The ERIC Clearinghouse on Teacher Education invites readers to submit papers and research studies that they have prepared in the area of education and training for effective teacher-administrator interactions for consideration and inclusion in the information files of Resources in Education.

ED125124 EA008452 MF

School Governance and the Professional/Bureaucratic Interface. A Case Study of Educational Decision-Making.

Hanson, Mark

Publ. Date: Apr 76 Note: 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

Descriptors: Administrative Personnel/ *Bureaucracy/ *Decision Making/ Elementary Secondary Education/ Leadership Styles/ Models/ Organization/ Organizations (Groups)/ *Principals/ *Professional Recognition/ *Role Perception/ *Teacher Behavior/ Teachers

Identifiers: *Interacting Spheres Model

The conventional wisdom of numerous practitioners and researchers suggests that on issues of structure and control the school can best be described and analyzed in the bureaucratic framework. However, the bureaucratic model fails to recognize the intervening character that the presence of professionalism has on the process of school governance. The data from this research, drawn from a field study, are used to construct the Interacting Spheres Model which, it is argued, is capable of clarifying the decision-making ramifications of professional employees working in bureaucratic organizations. The model suggests the presence of two interacting spheres of influence, with some decisions formally delegated to administrators and others informally assumed by teachers. Each sphere maintains a degree of decisional autonomy but with identifiable limits placed on that autonomy. Members of each sphere have developed strategies designed to aid them in indirectly managing behavior in the other sphere as well as strategies for defending their own sphere against attempted outside intervention. (Author)

ED125116 EA008444 MF & HC

School Bureaucracy and Political Conflict.

Goodwin, David

Publ. Date: Apr 76 Note: 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Descriptors: *Bureaucracy/ *Conflict/ Discipline/ Elementary Education/ *Organization/ Role Conflict/ Schools/ *Student Teacher Relationship/ Teacher Administrator Relationship/ *Teacher Attitudes/ *Teacher Behavior/ Urban Education

The findings in this paper raise questions about the validity of educational assumptions underlying efforts to reform "bureaucratic dysfunctions" in the schools. Although specific reforms are not examined, there is a tenuous connection between bureaucratic organization of schools and the kinds of teacher attitudes toward clients so often cited as the justification for changes. Contrary to conventional expectations, the ability of teachers to interact with parents and students without conflict, and to accept pedagogical and organizational reforms, appears enhanced by the reliance on clear and concise rules for teacher behavior in areas such as student discipline and relations with parents. Organizational strategies that enable teachers to make difficult decisions, sort out ambiguous situations, and reaffirm frequently challenged authority are often well received. Extensive school rules for teacher behavior in such circumstances are apparently compatible with teacher expectations and, therefore, a reasonably successful administrative strategy. (Author)

ED119763 JC760156 MF & HC

Goals and Achievements at Oakton Community College: A Study of Faculty and Administration Perceptions.

Bers, Trudy H.

Oakton Community Coll., Morton Grove, Ill.

Publ. Date Jan 75 Note: 66p.

Descriptors: *Administrator Attitudes/ College Environment/ College Faculty/ *College Role/ Community Colleges/ *Educational Objectives/ Educational Philosophy/ *Junior Colleges/ *Teacher Attitudes/ Values

Identifiers: IGI/ *Institutional Goals Inventory/ Oakton Community College

In fall 1974, the Institutional Goals Inventory (IGI) was distributed to all full-time faculty and administrators at Oakton Community College (OCC). Responses were obtained from 98 faculty members and 13 administrators (84 percent and 81 percent, respectively). Results indicate that faculty respondents found Individual Personal Development, Freedom, Innovation, Community (i.e., mutual trust and respect among students and faculty), and Social Egalitarianism were the most important goals at OCC. They felt that Community, Vocational Preparation, Individual Personal Development, Freedom, and Democratic Governance should be OCC's most important goals. Administrator responses tended to be similar. They felt that Individual Personal Development, Vocational Preparation, Community, Innovation, and Freedom were the current goals, and that Community, Vocational Preparation, Individual Personal Development, and Democratic Governance should be the most important goals at OCC. Faculty and administrators agreed that Social Criticism/Activism, Public Service, and Off-Campus Learning were and should be the least important goals at OCC. In this administration of the IGI, respondents were asked to rank each variable a third time to indicate the degree to which that goal was being accomplished. These results are presented, as are discussions of all results. (DC)

ED119330 EA007966 MF & HC

Relationships Among Leadership, Climate Teacher, and Student Variables in Curriculum Engineering.

Conran, Patricia C.; Beauchamp, George A.

Publ. Date: 23 Apr 76 Note: 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

Descriptors: *Academic Achievement/ Curriculum/ *Curriculum Design/ Curriculum Evaluation/ Curriculum Planning/ Educational Environment/ Elementary Education/ Family Background/ Intelligence Quotient/ *Leadership/ Longitudinal Studies/ Mathematical Models/ *Organizational Climate/ Principals/ Statistical Analysis/ Teacher Attendance/ *Teacher Attitudes/ Teacher Behavior

The study, a seventh in a series of longitudinal studies, was an investigation of causal and other relationships among leadership, climate, teacher, and student variables in curriculum engineering. Quantitative measures included principals' leadership, organizational climate, teachers' attitudes, teachers' performance, and students' achievement. Additional teacher and student variables were used as control variables. A causal model showing block-recursive and reciprocal relationships was used to demonstrate linkages among variables. The significance of regression coefficients and the proportion of variance accounted for in the effects supported the assumptions of causal relationships among the four classes of variables. (Author)

ED119329 EA007965 MF & HC

Longitudinal Study in Curriculum Engineering--VI.

Beauchamp, George A.; Conran, Patricia C.

Publ. Date: 23 Apr 76 Note: 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

Descriptors: *Academic Achievement/ Curriculum/ *Curriculum Design/ Curriculum Evaluation/ Curriculum Planning/ Educational Environment/ Elementary Education/ *Leadership/ Longitudinal Studies/ Mathematical Models/ *Organizational Climate/ Principals/ Statistical Analysis/ *Teacher Attitudes/ Teacher Behavior/ Teacher Motivation

This study was a sixth account of a longitudinal investigation of the effects of the operation of a curriculum engineering system in a school district. Specific objectives were to observe the effects of leadership, climate, and curriculum engineering on teacher attitudes and teacher performance in a curriculum system and on student achievement. A causal model and path analysis were used to demonstrate the effects of the research variable on each other and on student achievement. Where appropriate, the most recent data were compared with data from previous years and discussed in light of the longitudinal design of the study. (Author)

ED117857 EA007935 MF & HC

Toward the Creation of Satisfying Work Places.

Goodlad, John I.

Publ. Date: 20 Feb 76 Note: 19p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

Descriptors: Collective Bargaining/ *Educational Change/ Educational Improvement/ Educational Objectives/ Job Satisfaction/ Leadership Training/ *Organizational Development / Problem Solving/ *School Environment/ *Teacher Administrator Relationship/ Teacher Improvement/ Work Attitudes/ *Work Environment

Identifiers: IDEA/ Institute Development Educational Activities

The self-interests of the primary participants in the school and the common welfare as represented in the improvement of the American educational system are most likely to become one in the process of improving the school as a work place. This strategy was explored in the form of a collaborative enterprise. Eighteen schools in southern California and the research division of the Institute for Development of Educational Activities, Inc., (IDEA), engaged in the internal process of self-renewal in each school through sustained dialogue, decision-making, action, and evaluation on the part of the entire faculty under the leadership of the principal. This involved a network of schools within which ideas, resources, and practices were developed and exchanged; a continuous self-directed seminar in which the principals discussed their problems and developed necessary leadership understandings, and skills; and a variety of pedagogical interchanges for teachers. (Author/MLF)

ED104016 EA006955 MF & HC

The Superintendent's Responsibility to Provide Information to Internal Audiences in a School District.

Corley, H. E.

Publ. Date: Feb 75 Note: 12p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

Descriptors: *Communication (Thought Transfer)/ Communication Problems/ Educational Administration/ Elementary Secondary Education/ Information Dissemination/ Organizational Climate/ *Organizational Communication/ *Participant Involvement/ Professional Recognition/ Public Relations/ School Community Relationship/ *School Involvement/ School Publications/ *Superintendent Role/ Superintendents/ Teacher Morale

Loyal policy support depends not only on an employee's knowledge of the form and structure of the institution, but also on his ability to influence its operations and goals. If there is ample opportunity for an employee to present his ideas and these ideas are put into action, he is more apt to feel like an integral participant in the district. Conversely, if constructive thought and action are thwarted, informal groups may arise within the district who are opposed to its stated goals. There are many theories of internal communication. One of the most useful is designed to keep employee informed about the structure of the district while at the same time emphasizing the importance of group cohesiveness. This theory considers six aspects of communication--source, message, channels, receivers, effect, and feedback. Ultimately, the responsibility for internal communication rests with the superintendent. (Author)

ED104002 EA006931 MF & HC

Public-School Districts' Bureaucracy Level and Teachers' Work Motivation Attitudes.

Patton, Marcus S.; Miskel, Cecil

Publ. Date: Apr 75 Note: 22p.; Paper presented at the Annual Meeting of the American Research Association (60th, Washington, D. C., March 31-April 4, 1975)

Descriptors: Bibliographies/ *Bureaucracy/ Elementary Secondary Education/ Interaction Process Analysis/ *Organizational Theories/ *School Districts/ School Organization/ *School Surveys/ Tables (Data)/ Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Motivation

Identifiers: *Work Components Study

This study investigated two models of organizational and individual interaction to discover which model better describes the relationship between the degree of bureaucracy in school organizations and the work motivation of teachers within those institutions. Argyris (1973) posited that bureaucracy has a negative relationship to employee work motivation, while Getzels and Guba (1957) suggested that organizational expectations and individual needs are separate and independent factors that interact in a social system. Employee motivation data were gathered from a sample of 297 teachers in nine school districts, using a modified Work Components Study. Data gathered from central office staff and school district records were used to calculate the degree of bureaucracy in each district. Analysis of the data revealed no significant relationship between the degree of school district bureaucracy and teachers' scores on intrinsic motivational factors, risk propensity factors, and extrinsic motivational factors. (Author/JG)

ED075934 EA005153 MF & HC

A Reappraisal of the Halpin-Croft Model of the Organizational Climate of Schools.

Hayes, Andrew E.

Publ. Date: Feb 73 Note: 71p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Descriptors: Behavior Patterns/ Computer Programs/ Discriminant Analysis/ *Factor Analysis/ Interpersonal Relationship/ *Interprofessional Relationship/ Leadership Styles/ Models/ *Organizational Climate/ Principals/ *Research Tools/ *Schools/ Speeches/ Statistical Studies/ Teacher Associations/ Teacher Morale

Identifiers: Object Socialization/ OCDQ/ *Organizational Climate Description Questionnaire

This study serves as a basis for revisions of the Organizational Climate Description Questionnaire (OCDQ) and as the second part of a larger study in which the conceptual model of climate introduced by Halpin and Croft, and the OCDQ, will be revised. The purposes were (1) to determine the factor structure of the OCDQ when a large, national sample of data were subjected to the sophisticated factor-analytic procedures that have become available since the original Halpin-Croft study was conducted; and, (2) to identify "climate types" that are based on the factor structure that was identified through the new analyses. Maximum-likelihood factor-analytic methods, with subsequent oblique rotations of the factor matrixes, and taxonomic clustering procedures followed by multiple discriminant-analyses yielded factor solutions and climate types that differ from those which Halpin and Croft identified in their original climate study. (Author)

ED073175 TM002425 MF & HC

The Secondary School Research Program Employing QUESTA, Templeton Secondary School 1971-72. Research Report.

Ellis, L. N.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Publ. Date: Aug 72 Note: 80.: Research Report 72-25

Descriptors: Administrator Attitudes/ *Attitude Tests/ Educational Attitudes/ Expectation/ Longitudinal Studies/ *Questionnaires/ School Attitudes/ School Improvement/ Secondary Grades/ Self Concept/ *Standardized Tests/ Student Attitudes/ *Student School Relationship/ Student Teacher Relationship/ Surveys/ Teacher Administrator Relationship/ Teacher Attitudes/ Technical Reports/ *Values

The Secondary School Research Program devised a two-part Questionnaire for Students, Teachers and Administrators (QUESTA I and QUESTA II) to gather information about the attitudes, values and perceptions of these groups and the rate and extent to which they change. QUESTA I, administered to students when they enter high school, gathers baseline biographical, socioeconomic, demographic, and attitudinal information. It seeks the new student's attitudes toward himself, his peers, his previous school, his new school, and his hopes, fears, and aspirations. QUESTA II is administered during or at the end of any of the four years of high school to measure the impact of the school upon his attitudes and values. QUESTA II is also designed for administration to teachers and administrators. QUESTA can be used to facilitate understanding of relations between groups in a school and how the parts of the school interact and affect the educational process. The school's progress and educational environment can be improved if action is taken on the strengths and weaknesses revealed by QUESTA. A brief overview of the summary of responses of Templeton Secondary School to QUESTA is provided. (KM)

ED071159 EA004660 MF & HC

Organizational Climate and Attitudes Toward Educational Change: A Case Study.

Brumbaugh, Robert B.; Christ, Henry J.

Kutztown State Coll., Pa. Educational Development Center.

Report No.: KUTZ-EDC-R6

Publ. Date: Jun 72 Note: 23p.

Available from: Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

Descriptors: *Administrator Attitudes/ *Educational Change/ *High Schools/ *Organizational Climate/ Predictor Variables/ Surveys/ *Teacher Attitudes

Consultants in change agent roles frequently overlook the importance of adequate descriptive data on the target systems they seek to influence. The state of an organization's health may operate to nullify the best of planned intervention efforts. Survey data from a large, nonpublic, metropolitan high school provided consultants from the Center with a favorable prognosis for planned change efforts in the school. Staff and administration attitudes toward six areas of possible educational change are predicted from scores on the eight subtests of Halpin's Organizational Climate Description Questionnaire. (Author)

ED062702 EA004243 MF & HC

Closing the Gap Between Teachers, Principals, and Central Office.

Rockhill, Anna

Publ. Date: 14 Feb 72 Note: 9p.; Paper presented at American Association of School Administrators. (104th, Atlantic City, New Jersey, February 12-16, 1972)

Descriptors: *Communication (Thought Transfer)/ Decision Making/ *Interprofessional Relationship/ Participation/ *Principals/ Psychological Needs/ School Community Cooperation / Speech / *Superintendents/ Teacher Administrator Relationship/ Teacher Morale/ *Teachers

This speech discusses strategies for closing the gap between teachers, principals, and central office personnel. These strategies include (1) developing an open climate of mutual understanding and acceptance by devoting special attention to interpersonal relationships, (2) developing a plan to improve staff morale, (3) devising a communication program that keeps the staff informed, (4) sharing the decisionmaking act, (5) accepting negotiations as a fact of life and utilizing the process to improve the educational program, and (6) negotiating in good faith. (Author/JF)

ED054604# EM009186

A Guide to Innovation in Education.

Havelock, Ronald G.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 70 Note: 281p.

Available from: Publications Division, Institute for Social Research, P.O. BOX 1248, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors: Adoption (Ideas)/ Behavior Change/ *Change Agents/ *Changing Attitudes/ Communication (Thought Transfer)/ *Educational Change/ *Educational Innovation/ *Guides/ Innovation/ Instructional Innovation/ Interpersonal Competence / Interpersonal Relationship/ Sensitivity Training/ Student Teacher Relationship/ Teacher Administrator Relationship

In this guide to the process of innovation in education, the author does not suggest what changes should be made, nor does he recommend specific innovations, but he does provide information on how successful innovation takes place and how those who facilitate planned change or planned innovations (change agents) can organize their work to insure success. Four lengthy case studies illustrate the process of change at its best and at its worst. The change agents in these case studies represent a wide range of educational roles: student, teacher, administrator, and outside consultant. The material presented in these case studies is later used to show the stages in a planned change. The suggested stages in such a planned change are: building a relationship, diagnosing the need, acquiring relevant resources, choosing the solution, gaining acceptance, stabilizing the innovation, and generating self-renewal. The author makes detailed suggestions for each of these stages. Supplementary resource information is provided including a glossary and guide to selection of strategies and tactics, a directory of major information sources in education, and an annotated bibliography of major works on change in education. (JY)

ED047427 24 EA003378 MF & HC

An Analysis of the Relationship of the Degree of Satisfaction of Teachers Within Certain Ohio Schools with the Formal Communication of Their Principal. Parts I and II. Final Report.

Helwig, Carl

Akron Univ., Ohio.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.: BR-9-E-085

Grant No.: OEG-0-8-08005-3715

Publ. Date: Dec 69 Note: 234p.

Descriptors: *Communication Problems/ Doctoral Theses/ Elementary School Teachers/ *Oral Communication/ *Organizational Climate/ *Principals/ School Organization/ Teacher Administrator Relationship/ *Teacher Morale

This study tested two hypotheses: (1) that the frequency of oral and written communications between a principal and his teachers was related to teacher morale, and (2) that the communication frequency was related to school organizational climate. The sample consisted of 37 Ohio elementary school principals and 310 teachers. Principals kept 20-day records on types of formal communications as the variable of frequency of principal-teacher communications. Teachers completed a scale measuring faculty perception of the school organizational climate. No significant correlation was discovered between total principal-teacher communications and teacher morale. Part I, a doctoral dissertation, is available from University Microfilms, a Xerox Company, 300 North Zeeb Road, Ann Arbor, Michigan 48103. (Order No. 70-1461, MF $3.00, Xerography $6.20.) (Computer printouts on pages 203-204 of Part II not reproducible.) (Author/MLF)

ED031758 08 CG004313 MF & HC

Working Paper 5: American High Schools: Some Organizational Characteristics and Factors Related to Teacher Satisfaction, Counselor Satisfaction, and the Quality of Counseling Programs. Interim Report.

Johnston, Lloyd D.; And Others

Michigan Univ., Ann Arbor. Survey Research Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-5-0196

Contract No.: OEC-5-85-054

Publ. Date: May 69 Note: 63p.

Descriptors: *Counselor Attitudes/ Counselor Performance/ Counselor Role/ High School Role/ *High Schools/ Student Reaction/ *Teacher Administrator Relationship/ *Teacher Characteristics/ *Teacher Influence/ Teacher Role

This working paper is the fifth in a series on Youth in Transition. Included are four papers plus comments on these papers. The findings are based on information gathered from approximately 2,000 high school teachers and 300 counselors. The teachers' and counselors' perceptions of the way our high schools are run and the impact of those schools on them are the two points investigated. Davidson, in the first paper, presents a design for the study of boys in their high school environment. Methods and techniques are explained with diagrams included. In the second paper, Johnston's findings include that teachers perceive the actual influence picture in the schools to be very hierarchical with those at the top exercising most of the power. Teacher influence is only moderate and is limited to the classroom. The third paper concludes that the large majority of high school teachers view themselves as satisfied with their career choice and job. The most satisfied also feel they have more influence than do less satisfied teachers. Rodgers notes, in the fourth paper, that administrators increase counselor satisfaction and their assessment of the quality of counseling to the extent that they are concerned with problems in their schools and are innovative in their approaches to these problems. (KJ)

ED030191 24 EA002259 MF & HC

Incentives in American Education.

Coleman, James S.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.: R-40 Bureau No.: BR-6-1610

Grant No.: OEG-2-7-061610-0207

Publ. Date: 20 Feb 69 Note: 26p.; Paper prepared for Brookings Seminar on Incentives in Public Policy (February 20, 1969).

Descriptors: *Academic Achievement/ *Administrative Personnel/ *Community Influence/ *Educational Policy/ *Incentive Systems/ Parent Attitudes/ Policy Formation/ Principals/ Private Schools/ Public Relations/ School Community Relationship/ School Superintendents/ Student Motivation/ Teacher Motivation/ Tuition Grants

Educational policies are discussed which are directed at affecting the incentives of a school superintendent or other executive officers of an operating school system, staff members in the administrative office, principals or other executive officers in a school, teachers, pupils, and their parents. A number of proposals for the modification of schools, as they affect the incentives of school personnel, are discussed under seven headings: (1) Publication of performance information to change the direction of community pressure on superintendent or principal; (2) interscholastic academic competition; (3) intramural cooperation and competition; (4) dual competing school systems; (5) a tuition grant or voucher system for attendance at private schools; (6) the open school, with subject-specific choices; and (7) payment-by-results. (Author/JK)

ED020588 EA001451 MF & HC

THE TEACHER SUBCULTURE AND CURRICULUM CHANGE.

WILLOWER, DONALD J.

Publ. Date: MAY68 Note: 23P.

Descriptors: Bureaucracy/ *Class Management/ Counselors/ *Curriculum Development/ Discipline/ Educational Objectives/ *Elementary School Teachers/ Organizational Climate/ Principals/ *Secondary School Teachers/ Socialization/ *Social Systems/ Subculture/ Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Behavior/ Teacher Role

Identifiers: PHILADELPHIA

THIS FACULTY SEMINAR PAPER VIEWS THE SCHOOL AS A SMALL SOCIETY OPERATING WITHIN A FRAMEWORK OF NORMS AND ROLES. TO DETERMINE THE PRIMARY FEATURES OF THE TEACHER SUBCULTURE, A 14-MONTH FIELD STUDY WAS CONDUCTED IN A JUNIOR HIGH SCHOOL, AND OBSERVATIONS OF TEACHER SOCIALIZATION AND PUPIL CONTROL WERE COMPARED FOR SCHOOLS FOLLOWING CUSTODIAL AND HUMANISTIC PUPIL CONTROL IDEOLOGIES. SUPPORTED PREDICTIONS INCLUDE--(1) TEACHERS ARE MORE CUSTODIAL IN PUPIL CONTROL THAN PRINCIPALS OR COUNSELORS, (2) SECONDARY SCHOOL TEACHERS AND PRINCIPALS ARE MORE CUSTODIAL THA THEIR ELEMENTARY SCHOOL COUNTERPARTS, AND (3) INCREASED CUSTODIALISM ACCOMPANIES TEACHER SOCIALIZATION. IN ITS WIDER SOCIAL SETTING THE SCHOOL IS CONCERNED WITH COMMUNITY SUPPORT, A REPUTATION FOR INNOVATION, AND SPECIALIZATION TO MAKE ENVIRONMENTAL CONFLICT LESS BURDENSOME. WHILE CURRICULUM CHANGE IS TRADITIONALLY REGARDED AS A RESPONSIBILITY OF A TEACHERS' CURRICULUM COMMITTEE, RESULTS ARE USUALLY MINIMAL BECAUSE OF THE NORMATIVE ASPECTS OF THE SCHOOL AS A SOCIAL SYSTEM. EFFECTIVE CURRICULUM CHANGE EMANATES MORE CLEARLY FROM PRIVATE AND PUBLIC SOURCES OPERATING OUTSIDE THE SYSTEM OF CONSTRAINTS THAT DETER SCHOOL PERSONNEL. THIS PAPER WAS PRESENTED AT A FACULTY SEMINAR (TEMPLE UNIVERSITY, PHILADELPHIA, MAY, 1968). (JK)

ED020569 64 EA001364 MF & HC

PLANNED CHANGE--A SELECTED BIBLIOGRAPHY.

DOWNEY, LOREN W.

University Council for Educational Administration, Columbus, Ohio.

Report No.: BR-5-0993

Contract No.: OEC-4-16-014

Publ. Date: 68 Note: 29P.

Descriptors: Administrator Role/ *Bibliographies/ Bureaucracy/ *Educational Change/ Educational Sociology/ Objectives/ Organization/ *Organizational Change/ Power Structure/ Role Theory/ *Schools/ *Social Organizations/ Social Systems/ Student Role/ Teacher Behavior/ Teacher Role

THIS STARTER BIBLIOGRAPHY LISTS 154 BOOKS, ARTICLES, AND MONOGRAPHS PUBLISHED BETWEEN 1932 AND 1968 IN THE SUBJECT AREA BROADLY DESIGNATED AS "PLANNED CHANGE." EMPHASIS IS ON THE SCHOOL AS A SOCIAL ORGANIZATION AND THE CONTRIBUTION OF SOCIOLOGICAL THOUGHT IN AFFECTING ORGANIZATIONAL CHANGE. SCHEMATIC FIGURES ARE INCLUDED TO CLARIFY ORGANIZATION OF THE MATERIAL AND TO PROVIDE GUIDELINES FOR FURTHER DEVELOPMENT OF THE SUBJECT AREA. (TT)

ED019745 EA001337 MF & HC

SELECTED ORGANIZATIONAL VALUES AND CHARACTERISTICS OF INNOVATIVE AND NON-INNOVATIVE SCHOOL SYSTEMS.

BICKERT, RODERICK

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Publ. Date: FEB68 Note: 5P.

Descriptors: *Administrator Attitudes/ Board Administrator Relationship/ *Boards of Education/ *Educational Innovation/ Instructional Programs/ Motivation/ *Public School Systems/ Teacher Administrator Relationship/ *Teacher Attitudes

Identifiers: IOWA CITY

THIS STUDY WAS CONCERNED WITH DETERMINING WHETHER CERTAIN SELECTED VALUES AND CHARACTERISTICS WERE SIGNIFICANTLY DIFFERENT FOR INNOVATIVE SCHOOLS AS OPPOSED TO NON-INNOVATIVE SCHOOLS. VALUES AND CHARACTERISTICS WERE EXAMINED IN RELATION TO THREE CATEGORIES--INSTRUCTIONAL PROGRAMS, FACULTY-ADMINISTRATION-BOARD RELATIONS, AND MOTIVATIONAL ASPECTS. A LIST OF INNOVATIVE AND NON-INNOVATIVE SCHOOL SYSTEMS IN IOWA, DEVELOPED BY A PANEL OF JUDGES FROM THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION, WAS SCREENED AND MATCHED ACCORDING TO THE TOTAL POPULATIONS OF THE COMMUNITIES SERVED. MAIL QUESTIONNAIRE DATA FROM A RANDOM SAMPLE OF STAFF MEMBERS, SCHOOL BOARD MEMBERS, AND ADMINISTRATORS IN 20 SCHOOLS REVEALED THAT (1) IN ALL THREE CATEGORIES, GROUPS REPRESENTING INNOVATIVE SCHOOLS RESPONDED IN A SIGNIFICANTLY DIFFERENT MANNER THAN DID GROUPS REPRESENTING NON-INNOVATIVE SCHOOLS, (2) RESPONSES FROM CLASSROOM TEACHERS YIELDED THE MOST SIGNIFICANT DIFFERENCE SCORES BETWEEN THOSE REPRESENTING INNOVATIVE AND THOSE REPRESENTING NON-INNOVATIVE SCHOOLS, (3) SCHOOL ADMINISTRATORS PROVIDED THE LEAST SIGNIFICANT DIFFERENCE SCORES BETWEEN THOSE REPRESENTING INNOVATIVE AND THOSE REPRESENTING NON-INNOVATIVE SCHOOLS, AND (4) ITEMS WHICH APPEARED TO PROVIDE THE GREATEST DIFFERENCES BETWEEN GROUPS REPRESENTING INNOVATIVE AND NON-INNOVATIVE SCHOOLS WERE LEADERSHIP FOR IMPROVEMENT OF INSTRUCTION, QUALITY OF INSTRUCTION, SCOPE OF EDUCATIONAL PROGRAMS, FACULTY-BOARD ROLES IN ACADEMIC AFFAIRS, BOARD-ADMINISTRATION ROLES IN POLICY MAKING, COMMUNICATION ADEQUACY, OVERALL INTELLECTUAL CLIMATE AND STIMULATION, STIMULUS TO EXPERIMENTATION AND INNOVATION BY INDIVIDUAL TEACHERS, AND OPPORTUNITIES FOR FACULTY ADVANCEMENT. THIS DOCUMENT APPEARS IN THE "RESEARCH DIGEST" OF THE IOWA CENTER FOR RESEARCH IN SCHOOL ADMINISTRATION, NUMBER 36, FEBRUARY 1968. (HM)

ED014817 24 EA000941 MF & HC
SOCIAL STRUCTURE AND INNOVATION IN ELEMENTARY SCHOOLS.
CHESLER, MARK A.
Michigan Univ., Ann Arbor.
Report No.: BR-5-0268-1
Contract No.: OEC-5-10-241
Publ. Date: 66 Note: 127P.

Descriptors: *Elementary Schools/ Elementary School Teachers/ Hypothesis Testing/ Instructional Improvement/ *Instructional Innovation/ Interpersonal Relationship/ *Organizational Climate/ Principals/ *Social Structure/ Tables (Data)/ Teacher Attitudes/ Teacher Behavior/ *Teacher Characteristics/ Teacher Role
Identifiers: ANN ARBOR

FOCUSING ON THE INTERNAL SOCIAL RELATIONS AMONG MEMBERS OF A SCHOOL STAFF, QUESTIONNAIRE RESPONSES FROM 246 TEACHERS IN 16 ELEMENTARY SCHOOLS WERE ANALYZED IN A COMPARATIVE STUDY TO DETERMINE FACTORS MOST INFLUENTIAL IN INITIATING PRACTICES DESIGNED TO IMPROVE THE CLASSROOM LEARNING CLIMATE. ELEMENTS OF THE SCHOOL SOCIAL SYSTEM REVIEWED WERE THE INDIVIDUAL TEACHER PEER RELATIONS AMONG TEACHERS, THE PRINCIPAL, AND THE RELATIONS BETWEEN PRINCIPAL AND TEACHERS. FIFTY-SEVEN PERCENT OF THE TEACHERS SAID THEY WERE EMPLOYING INNOVATIVE PRACTICES FOR IMPROVING MENTAL HEALTH OR LEARNING. NINETY-TWO PERCENT REPORTED THEY HAD EMPLOYED OR WERE EMPLOYING AT LEAST ONE OF 12 LISTED INNOVATIONS IN THE CLASSROOM. PEER REPORTS INDICATED AN INNOVATIVE RATE OF 58 PERCENT ACROSS ALL SCHOOLS. VARIABLES WHICH APPEARED TO BE POSITIVELY AND SIGNIFICANTLY CORRELATED WITH EDUCATIONAL INNOVATION IN THE CLASSROOM INCLUDED TEACHER EDUCATIONAL LEVEL, EXPERIENCE, AND FELT AND DESIRED INFLUENCE. WITH RESPECT TO PEER RELATIONS, VARIABLES FOUND SIGNIFICANTLY AND POSITIVELY CORRELATED INCLUDED PERCEPTION OF THE STAFF AS A COHESIVE UNIT AND NOMINATION BY PEERS AS HIGHLY INFLUENTIAL AND ENTHUSIASTIC ABOUT NEW APPROACHES TO TEACHING. DUE TO THE INADEQUACY OF MEASUREMENT CONCEPTS AND OPERATIONS AND THE RELATIVE HOMOGENEITY OF THE SCHOOLS CONCERNED, HYPOTHESES CONCERNING THE ORGANIZATIONAL LEVEL OF ANALYSIS WITH REGARD TO PEER AND PRINCIPAL RELATIONS WERE CONSISTENTLY UNCONFIRMED. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF MICHIGAN, 1966, AND IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48103, FOR $3.00 MF, $6.20 XEROGRAPHY. (JK)

ED014815 24 EA000937 MF & HC
ALIENATION FROM THE SCHOOL SYSTEM--ITS DYNAMICS AND STRUCTURE.
BARAKAT, HALIM I.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Report No.: BR-5-0268
Contract No.: OEC-5-10-241
Publ. Date: 66 Note: 129P.

Descriptors: Bureaucracy/ Classroom Environment/ Community Attitudes/ *Elementary School Teachers/ Group Dynamics/ Instructional Innovation/ Peer Relationship/ *Power Structure/ Principals/ *School Systems/ *Secondary School Teachers/ Social Psychology/ Social Structure/ Teacher Administrator Relationship/ *Teacher Alienation/ Teacher Behavior/ Teacher Influence/ Teacher Role
Identifiers: ANN ARBOR

TEACHER ALIENATION FROM THE SCHOOL SYSTEM IS VIEWED AS A THREE-STAGE PROCESS--(1) ALIENATION AT THE SOCIAL AND NORMATIVE STRUCTURE LEVELS, (2) ALIENATION AS AN ATTITUDINAL TENDENCY, AND (3) ALIENATION AS REFLECTED IN BEHAVIOR. RESPONSE DATA WERE ANALYZED FROM A SELF-ADMINISTERED QUESTIONNAIRE DISTRIBUTED TO ALL TEACHERS IN THREE SENIOR HIGH SCHOOLS, THREE JUNIOR HIGH SCHOOLS, AND THREE ELEMENTARY SCHOOLS (TOTAL SAMPLE SIZE, 237 TEACHERS). FINDINGS GENERALLY SUPPORTED 43 MINOR HYPOTHESES AND CONFIRMED THE STUDY'S TWO MAJOR HYPOTHESES THAT SYSTEM STATES OF BOTH OVERCONTROL AND UNDERCONTROL RESULT IN ALIENATION. ON THE ATTITUDINAL AND BEHAVIORAL LEVEL, IT WAS FOUND THAT FEELINGS OF ALIENATION FROM THE SCHOOL SYSTEM ARE REFLECTED IN TEACHER PERFORMANCE. COLUMN PERCENTAGES AND CHI SQUARE CORRELATIONS ARE TABULATED FOR 53 INDEPENDENT VARIABLES, RELATING TEACHER ALIENATION TO VARIOUS COMPONENTS OF THE SCHOOL SYSTEM, INCLUDING THE SCHOOL BOARD, TEACHER PEERS, PRINCIPALS, THE COMMUNITY, COMMUNICATION PATTERNS, SCHOOL SIZE, STAFF COHESIVENESS, TEACHING PRACTICE, AND EDUCATIONAL OBJECTIVES. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF MICHIGAN, 1966, AND IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48103, (MICROFILM NUMBER 66-14,483) FOR $3.00 MF, $6.40 XEROGRAPHY. (JK)

ED117815 EA007871 MF & HC
Learning Environments: Space and Perceptions.
Hoyle, John R.
Publ. Date: 75 Note: 16p.

Descriptors: Academic Achievement/ Elementary Secondary Education/ Human Relations Programs/ *Instructional Innovation / Open Education/ *Open Plan Schools/ Perception/ *School Environment/ School Size/ *Teacher Administrator Relationship/ *Teacher Attitudes/ Team Teaching

A teacher self-report instrument, the Learning Climate Inventory (LCI), was used to gather teacher perceptions about their administrators, peers, and teaching job. An observational checklist was used on the same large sample. Data were gathered from 700 classrooms and 867 teachers in 30 schools in Tulsa and Oklahoma City, Oklahoma, and Fort Worth, Texas. The researcher's goal was to find the relationship between the spatial characteristics of public school classrooms and alternative modes of teaching and the staff's perceptions of the learning climate. The findings reveal that alternative teaching modes do increase in more open-spaced classrooms. Also, teachers tend to view open-space, high-achieving, smaller schools with ongoing human relations programs for staff as more open. (Author/MLF)

ED079842 EA005286 MF & HC
Principals, Teachers, and Elementary Youth: A Study of the Relationships Between Selected Variables of Teacher-Principal Social Interaction and Six Features of the Educational Environment.
McKay, A. Bruce
Publ. Date: 73 Note: 56p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Descriptors: Administrator Role/ Educational Change/ *Educational Environment/ Educational Research/ *Elementary Schools/ Organizational Climate/ *Principals/ *Social Relations/ Statistical Analysis/ Statistical Studies/ Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Behavior/ *Teachers

Identifiers: Administrator Behavior/ Canonical Correlation/ Pearson Product Moment Correlation

This study attempted to examine selected features of principal-teacher behavior in relation to the educational environment of elementary schools. Subtests of Halpin's Organizational Climate Description Questionnaire were used to obtain teacher perceptions of the principal variables of Aloofness, Production, Emphasis, Thrust, and Consideration; and the teacher variables of Disengagement, Hindrance, Esprit, and Intimacy. Collective perceptions of 5th and 6th grade students were obtained on Sinclair and Sadker's Elementary School Environment Survey for educational environment variables of Alienation, Humanism, Autonomy, Morale, Opportunism, and Resources. Usable responses were obtained from 4,105 students and 627 teachers in 36 Massachusetts and Pennsylvania elementary schools. The overall relationship between the behaviors of the school principal and his teachers and the educational environment of sampled schools was tested by means of canonical correlation. Bivariate relationships between teacher-principal variables, educational environment variables, and demographic data variables were tested by the computation of Pearson product-moment correlations. The results of the study support the contention that the behavior of teachers and principals is significantly related to selected components of the educational environment. (Author/DN)

ED077424# HE004241
An Empirical Study of the Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administration.
Swarr, Philip Cassel
Publ. Date: Jun 71 Note: 248p.; Doctoral Dissertation, Syracuse University
Available from: University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (order No. 72-6667 - $10.00)
Document Not Available from EDRS.
Descriptors: *Administrator Attitudes/ College Faculty/ Decision Making/ Educational Administration/ *Educational Objectives/ *Higher Education/ *Institutional Role/ Professors / Questionnaires/ State Colleges/ *Teacher Attitudes

The purpose of this study is to provide insight into the nature of the goals of American colleges and universities by empirically determining (through the use of a questionnaire). (1) what faculty and administrators at 4 state institutions respectively think the goals of their institutions are and should be, (2) where they think the locus of decisionmaking power lies at their institutions, (3) whether there is conflict between the views of administrators and faculty regarding goals, and (4) whether those having the most power will also be most satisfied with goals they perceive to be important at their institutions. Some of the major findings include: (1) the preferred goals of the 4 state colleges' professional staffs had higher mean scores overall than did the corresponding perceived goal ratings, indicating a desire that greater importance be given to the goals than is given them; (2) there are statistically reliable differences both between the goal perceptions and preferences of the faculty and administrators of these 4 public colleges; and (3) administrators are generally perceived to have more power than the faculty. (Author/HS)

ED061618 EA004208 MF & HC

The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions.

Merritt, Daniel L.; And Others

Publ. Date: Apr 72 Note: 17p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972

Descriptors: *Administrator Attitudes/ Attitudes/ *Decision Making/ Educational Administration/ Educational Research/ Interpersonal Relationship/ Personnel Management/ Personnel Selection/ Speeches/ *Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Education/ Teacher Recruitment/ *Teacher Selection

This study focused on the relationships between attitude congruence and the selector's decisions about teacher candidates. Selectors rated a teacher applicant as part of a simulated teacher selection situation. Applicants were represented by written information in which the proportion of attitude congruence with the selector and the relevance of the attitudes to the vacancy were varied. The data indicated that the selector's decisions about teacher candidates are influenced by the proportion of congruent attitudes rather than by the relevance of the attitudes to the position vacancy. The implications of the findings for teacher preparation programs and teacher recruitment are discussed. (Author)

ED061178 SP005624 MF & HC

Job Satisfaction of the Public School Teacher, A Function of Subculture Consensus with Respect to Pupil Control Ideology.

Yuskiewicz, Vincent D.; Donaldson, William S.

Publ. Date: Apr 72 Note: 46p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, Apr. 1972

Descriptors: *Administrator Attitudes/ *Job Satisfaction/ *Personnel Evaluation/ *Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Behavior/ *Teacher Influence/ Work Attitudes

This empirical study evaluated several factors believed to be related to job satisfaction: teachers' own attitudes toward pupil control, teachers' perceptions of their colleagues and, principals' attitudes toward pupil control. Coefficients of correlation,, t-tests of selected variables, and multivariate regression techniques were used in testing hypothesized relationships. The data was obtained from 910 teachers: 473 elementary and 437 secondary. Teacher job satisfaction was found to be a function of subculture consensus with respect to pupil control idealogy, accentuated in terms of teaching level and experience. Forty percent of the variability of job satisfaction was accounted for by using internal-reward-type independent variables. The study of teacher job satisfaction holds several significant implications for the administrator-teacher-student relationship. Degree of teacher job satisfaction is one determinant of the social climate of the school because productive teaching-learning coexists with congruent administrator-teacher educational philosophy. Identification of those factors which influence teacher job satisfaction is most important to administrative practice, for each factor can be incorporated into the administrative process to guide the selection, management, and evaluation of instructional personnel. A bibliography is included. Appendixes contain multivariate rationale and procedures, and variable definitions. (Author/MJM)

ED057533 EC040767 MF & HC

The Perception and Treatment by Teachers and Principals of the Behavioral Problems of Elementary School Children.

Dobson, Russell; Brewer, Leon
Oklahoma State Univ., Stillwater. Coll. of Education.

Publ. Date: 71 Note: 13p.; Paper presented at the National Elementary School Principals Convention (Cleveland, Ohio 1971)

Descriptors: Attitudes/ Behavior Change/ *Behavior Problems/ Classification/ Discipline Problems/ *Elementary School Students/ *Exceptional Child Research/ *Principals/ *Teacher Attitudes

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems and their suggested treatment were rated on the Behavioral Problems Inventory and the Behavioral Problems Treatment Sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and that principals and teachers were in agreement on the value of parent teacher conferences as an effective method of treating behavior, with the principals also favoring parent child teacher conferences. (CB)

ED053407 CG006550 MF & HC

Pupil Control Ideology and Organizational Climate: An Empirical Assessment. A Paper Presented to the National Association of Elementary School Principals, April, 1971.

Appleberry, James B.
Oklahoma State Univ., Stillwater.

Publ. Date: Apr 71 Note: 15p.; Paper presented at the National Association of Elementary School Principals Convention, Cleveland, April 17-22, 1971

Descriptors: *Educational Environment/ *Elementary Schools/ Organization/ *Organizational Climate/ Principals/ School Administration/ School Attitudes/ School Conditions/ *School Environment/ *School Organization/ Schools/ Teacher Attitudes/ Teacher Behavior/ Teachers

The school is viewed as a social system, composed of human beings interlocked in a network of social relationships and possessing a system of shared orientations which serve as standards for human behavior. Two related concepts are discussed: (1) pupil control ideology, conceptualized along a continuum ranging from "custodialism" to "humanism;" and (2) organizational climate, also arrayed along a continuum from open to closed. It is hypothesized that schools with open climates, and teachers and principals serving in relatively open schools, will be significantly more humanistic in pupil control ideology than schools with closed climates, or teachers and principals serving in closed climates. Two measurement instruments, the Pupil Control Ideology form (PCI) and the Organizational Climate Description Questionnaire (OCDQ) are briefly described. These were used to collect data on 45 elementary schools in 30 school districts. Results indicate that public elementary schools with open climates are significantly more humanistic in pupil control ideology than those with closed climates. Also, teachers, but not principals, serving in open schools, were found to be more humanistic in pupil control ideology than those in closed schools. (TL)

ED048646 EA003359 MF

Preparing Educational Administrators for Conflict Resolution.

Bailey, Stephen K.

Publ. Date: 5 Feb 71 Note: 20p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)
Available from: Policy Institute, Syracuse University Research Corporation, 723 University Avenue, Syracuse, New York 13210

Descriptors: Administrator Qualifications/ *Administrator Responsibility/ *Administrator Role/ Behavior/ *Conflict/ *Conflict Resolution/ Organizational Change/ Organizational Climate/ *Speeches

A successful conflict manager in the field of education (1) is aware of the problems facing the young, the oppressed, and the sensitive; (2) is harshly realistic about his own personal and role limitations; (3) attempts wherever possible to substitute collective judgments for personal discretion; (4) possesses the leadership and organizational ability necessary to deal with crisis-type conflicts that have gone beyond rational negotiation; and (5) does not become overly discouraged by frequent defeats. (Author/LLR)

ED042708 24 SP004153 MF & HC

Diagnosing and Improving the Professional Climate of Your School. Vol. III.

Fox, Robert S.; And Others
National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0069
Grant No.: OEG-3-8-080069-43(010)
Publ. Date: 70 Note: 192p.

Descriptors: Administrator Role/ *Inservice Teacher Education/ *Organizational Climate/ *Problem Solving/ School Improvement/ Simulation/ Tape Recordings/ *Teacher Administrator Relationship/ *Teacher Behavior/ Teacher Responsibility/ Teacher Role

This manual is intended to help staff members improve the professional climate of their school by identifying the symptoms, diagnosing some of the reasons behind them, and offering means of improvement. There are two main sections. The first begins with a description of the program, and some concepts and theories about the school as a social system. The remaining chapters deal with 1) how can you solve problems to improve your school; 2) who's responsible for what; 3) what are our typical ways of doing things; and 4) how do we use one another's resources? Twenty-six instruments are included for the implementation of the diagnosis, with discussion and analysis of the data. The second section deals with methods of improvement, and includes materials designed to provide the support needed for inservice training. The program consists of two separate parts: 1) the Simulation and Data Bank Packet, consisting of real-life data from COPED schools, and 2) the Problem Solving Packet, which guides faculty members in diagnosis, problem definition, and action design for their own situation. The material can be used with or without an outside consultant. The Simulation and Data Bank packet may involve the faculty in one or more brief sessions, while the Problem Solving Section could stimulate the development of a process that could extend for an entire year. Optional taped episodes are available for the simulation sections. (MBM)

ED033454 24 EA002561 MF & HC

Role Conflict and Its Correlates in an Educational Setting. Final Report.

Calder, Paula Holzman

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-8159

Grant No.: OEG-1-7-078159-3727

Publ. Date: Jun 69 Note: 67p.

Descriptors: Group Dynamics/ Group Norms/ *Interpersonal Relationship/ *Job Satisfaction/ Organizational Climate/ Principals/ *Role Conflict/ School Organization/ School Systems/ Social Status/ Socioeconomic Background/ Surveys/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teachers

Data from a sample survey of about 150 teachers and 12 principals are used to explore the relationship between teachers' organization satisfaction and role dissensus (role conflict which exists when two or more members of a role-set have conflicting expectations for the status of a particular role member). Two types of dissensus are examined: interposition or teacher-principal dissensus; and intraposition or teacher-teacher dissensus. The types of satisfaction are instrumental satisfaction with the organization (a school system), affective satisfaction with the organization, and affective satisfaction with the member's own unit. It was hypothesized that there would be an inverse relationship for each of three types of satisfaction and both intraposition and interposition role dissensus; a second hypothesis was that school buildings characterized by high role dissensus would have less satisfied teachers than school buildings characterized by low dissensus. For teachers who valued other teachers as a reference group, agreement with other teachers was consistent with very high levels of satisfaction. (M-)

ED025480 SP002069 MF & HC

School Faculty Meetings--An Interaction Analysis.

Crispin, David B.; Peterson, R. Duane

Publ. Date: 69 Note: 6p.; Reported at the American Educational Research Association (AERA) Convention, Los Angeles, California 1969

Descriptors: *Educational Research/ Elementary School Teachers/ Group Behavior/ *Interaction Process Analysis/ Participant Involvement/ *Principals/ Spontaneous Behavior/ *Staff Meetings/ *Teacher Behavior

Identifiers: Detroit/ Indiana/ Michigan/ Wabash Valley

Two studies were conducted to determine the relationship between the principal's behavior and the teachers' behaviors during faculty meetings. The pilot study (conducted in the Wabash Valley) tested the hypothesis that the more indirect (willingly sharing authority with the teachers, incorporating their ideas) the principal's behavior is, the more supportive (willingly cooperative, participating) teachers' behaviors (behaviors of the individuals) will be. Graduate students trained in interaction analysis to .90 reliability observed and recorded data for 30 elementary school faculty meetings, 40 to 50 minutes long, held after school to discuss "Utilization of TeacherTime." No correlation was found between principals' and teachers' behaviors; teachers were supportive most of the time, regardless of principals' behaviors. The second study (conducted in metropolitan Detroit) was designed like the first except for the addition of two hypotheses: (1) The more indirect the principal's behavior the more supportive will be the group behavior. (2) The more indirect the principal's behavior the greater will be the amount of participation on the part of teachers. Statistical analysis of the data rejected all three hypotheses. It was concluded that although other research evidence reveals that teachers have some strong, negative attitudes regarding faculty meetings, such attitudes are not apparent from teachers' behaviors during faculty meetings. (SG)

ED022053 24 VT006410 MF & HC

An Empirical Analysis of Role Conflict and Multiple Allegiance Among Selected Vocational Teachers in Oklahoma. Final Report.

Kaiser, Charles H.

Oklahoma State Univ., Stillwater.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-7-G-058

Grant No.: OEG-1-7-070058-4570

Publ. Date: 15 Jul 68 Note: 165p.

Descriptors: *Administrative Personnel/ Bureaucracy/ High Schools/ Interaction/ Questionnaires/ Role Conflict/ *Role Perception/ *State Supervisors/ *Teacher Behavior/ Teacher Role/ Teacher Supervision/ Trade and Industrial Teachers/ Vocational Agriculture Teachers/ Vocational Education/ *Vocational Education Teachers

Identifiers: Oklahoma

Role theory concepts were employed to define substantive areas of interactions between vocational teachers, state supervisory personnel, and local school administrators, define potential and actual role conflicts for vocational teachers arising from these interactions, and assess the impact of perceived conflict upon vocational teacher job satisfaction. Interviews of 20 vocational agriculture teachers, 20 trade and industrial teachers, 40 school administrators, and 10 state supervisors were conducted from a stratified random sample of 30 high schools. Findings indicated--(1) School administrators and state supervisors differed in their evaluation of vocational agriculture teacher behavior more than their evaluation of trade and industrial teacher behavior, (2) Vocational agriculture teachers and their administrators differed more in perception of role behavior than trade and industrial teachers and their administrators, (3) State supervisors and trade and industrial teachers differed in evaluating teacher role more than state supervisors and vocational agriculture teachers, and (4) State supervisory personnel in general held rigorous expectations for vocational teacher behavior. The greatest potential area of role conflict was in differing expectations of teaching behavior by state supervisors and school administrators. (DM)

ED020565 EA001359 MF & HC

SCHOOLS AS ORGANIZATIONS--SOME ILLUSTRATED STRATEGIES FOR EDUCATIONAL RESEARCH AND PRACTICE.

WILLOWER, DONALD J.

Publ. Date: DEC67 Note: 26P.

Descriptors: *Class Management/ Counselors/ Discipline/ *Elementary School Teachers/ Principals/ School Environment/ *Secondary School Teachers/ Socialization/ *Social Systems/ Status Need/ Student Role/ *Subculture/ Teacher Administrator Relationship/ Teacher Behavior/ Teacher Education/ Teacher Role

WHEN THE PUBLIC SCHOOL IS VIEWED AS A SOCIAL SYSTEM, PUPIL CONTROL IS THE THREAD RUNNING THROUGHOUT SCHOOL CULTURE. THE PART OF THIS SOCIAL SYSTEM MOST CONCERNED WITH CONTROL AND EMPHASIZED IN THIS STUDY IS THE TEACHER SUBCULTURE. SINCE STATUS IN THE TEACHER SUBCULTURE IS DIRECTLY RELATED TO CLASS CONTROL, PERSONNEL WHO FIND THEIR STATUS MOST THREATENED WILL PROBABLY BE MOST CONTROL-ORIENTED. A STUDY OF 1,306 EDUCATORS (468 ELEMENTARY AND 477 SECONDARY TEACHERS, 84 ELEMENTARY AND 97 SECONDARY PRINCIPALS, AND 180 COUNSELORS) SUBSTANTIATES THIS HYPOTHESIS. ELEMENTARY TEACHERS ARE LESS CONCERNED WITH CONTROL THAN SECONDARY TEACHERS (SMALLER CHILDREN PRESENT LESS THREAT TO STATUS), PRINCIPALS ARE LESS CONTROL-ORIENTED THAN TEACHERS (THEIR STATUS IS LESS THREATENED), AND COUNSELORS ARE LESS RIGID CONCERNING CONTROL THAN TEACHERS (THEIR STATUS IS NOT THREATENED). RELATED FINDINGS SHOW THAT EDUCATORS WITH MORE DOGMATIC ATTITUDES EMPHASIZE CONTROL WHILE LONG TIME TEACHERS ARE MORE CONTROL-ORIENTED THAN TEACHERS RECENTLY FINISHING PROFESSIONAL PREPARATION. THE CONTROL ORIENTATION OF PUBLIC SCHOOLS ARISES BECAUSE THEY SERVE UNSELECTED CLIENTS WHO ARE OFTEN UNWILLING AND UNRESPONSIVE. IF SCHOOLS ARE TO BE LESS CONTROL ORIENTED, THEY WILL HAVE TO BECOME INCREASINGLY ATTRACTIVE TO STUDENTS. THIS PAPER WAS PRESENTED IN THE WEST VIRGINIA UNIVERSITY SOCIAL SCIENCE COLLOQUIUM SERIES (MORGANTOWN, WEST VIRGINIA, DECEMBER 1967). (TT)

ED019084# JC680163

AN ANALYSIS OF THE OPINIONS OF INSTRUCTORS AND SUPERVISORY PERSONNEL REGARDING CERTAIN INSTRUCTIONAL PROBLEMS IN COMMUNITY COLLEGES IN THE STATE OF WASHINGTON.

LOUK, EARNEST LAVELLE

Washington State Univ., Pullman.

Publ. Date: 66

DOCUMENT NOT AVAILABLE FROM EDRS.

Descriptors: Administrative Problems/ *Administrator Attitudes/ Doctoral Theses/ *Educational Problems/ Instructional Improvement/ Interpersonal Relationship/ *Junior Colleges/ *Teacher Administrator Relationship/ *Teacher Attitudes

Identifiers: WASHINGTON

THIS ANALYSIS OF THE OPINIONS OF ADMINISTRATORS AND TEACHERS ON THE SERIOUSNESS OF VARIOUS INSTRUCTIONAL PROBLEMS IS INTENDED TO PROVIDE GUIDES FOR IN-SERVICE TRAINING. THE STUDY EXAMINES WHICH PROBLEMS THE TEACHERS CONSIDER MOST IMPORTANT AND WHETHER THE ADMINISTRATORS AGREE. A RATING SCALE FOR SIX PROBLEM AREAS WAS CONSTRUCTED--(1) INSTRUCTIONAL MATERIALS, (2) STUDENT RELATIONS, (3) COURSE CONTENT, (4) ADMINISTRATOR RELATIONS, (5) TEACHING METHODS, AND (6) RELATIONS WITH OTHER TEACHERS. TEACHERS AND ADMINISTRATORS WERE GROUPED BY POSITION, EDUCATION, EXPERIENCE, AGE, AND SEX. ALL GROUPS AGREED ON THE IMPORTANCE OF SUITABLE OFFICE SPACE, MOTIVATION OF STUDENTS, KNOWLEDGE OF TRANSFER REQUIREMENTS, TEACHERS' PERSONAL STUDIES, INDIVIDUAL INSTRUCTION, SOUND TESTING, AND SHARING OF ROOMS AND EQUIPMENT. STAFF AND ADMINISTRATORS GENERALLY AGREED ON STUDENT RELATIONS, INSTRUCTIONAL MATERIALS, COURSE CONTENT, AND TEACHING METHODS. AGREEMENT WAS LOWEST ON PROBLEMS ON RELATIONS WITH OTHER TEACHERS AND ADMINISTRATORS, AND HIGEST ON TEACHING METHODS. DESPITE CLOSE AGREEMENT ON CERTAIN INSTRUCTIONAL PROBLEMS, TEACHERS AND ADMINISTRATORS MUST COOPERATE MORE IN PLANNING IN-SERVICE TRAINING. THIS ED.D. DISSERTATION IS AVAILABLE AS DOCUMENT NO. 66-13,568, FOR $3.60 (MICROFILM) OR $12.60 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

ED017686 VT004402 MF & HC

AN EXPLORATORY ANALYSIS OF THE ROLES AND ROLE CONFLICTS OF VOCATIONAL TEACHERS IN OKLAHOMA. FINAL REPORT.

SUTKER, SOLOMON ; AND OTHERS

Oklahoma State Univ., Stillwater.

Contract No.: OEC-5-85-001

Publ. Date: AUG67 Note: 253P.

Descriptors: Administrator Attitudes/ Job Satisfaction/ Literature Reviews/ Parent Attitudes/ *Role Conflict/ *Role Theory/ Student Attitudes/ *Teacher Attitudes/ Teacher Characteristics/ Teacher Responsibility/ *Teacher Role/ *Vocational Education Teachers

Identifiers: OKLAHOMA

THE OBJECTIVES OF THIS STUDY WERE TO (1) DEPICT THE ROLE OF VOCATIONAL AGRICULTURE, TRADE AND INDUSTRIAL, DISTRIBUTIVE EDUCATION, AND TECHNICAL EDUCATION TEACHERS IN OKLAHOMA, (2) ASSESS THE POTENTIAL FOR ROLE CONFLICT ASSOCIATED WITH THEIR ACTIVITIES, AND (3) OPERATIONALIZE ROLE THEORY AS AN APPROACH FOR INVESTIGATING EDUCATIONAL PROBLEMS. INSTRUMENTS WERE DEVELOPED FOR ASSESSING THE ATTRIBUTES AND EXTENT OF JOB SATISFACTION OF VOCATIONAL TEACHERS, THE ACTIVITY COGNITIONS (WHAT THE TEACHER SAYS HE DOES AND WHAT THE EVALUATORS PERCEIVE HE ACTUALLY DOES) AND NORMATIVE EXPECTATIONS (WHAT THE TEACHER AND EVALUATORS PERCEIVE HE SHOULD DO) OF THE TEACHER AND THE ASCRIPTION OF LEGITIMACY BY THE TEACHERS TO GROUPS WHICH THEY FEEL HAVE A RIGHT TO HOLD EXPECTATIONS CONCERNING WHAT VOCATIONAL TEACHERS DO. MATERIAL SECURED BY GROUP INTERVIEW SESSIONS FROM OVER 1,500 RESPONDENTS, INCLUDING APPROXIMATELY 250 VOCATIONAL TEACHERS, FROM A STRATIFIED RANDOM SAMPLE OF 87 SCHOOLS WAS ANALYZED. SUBSTANTIAL DIFFERENCES IN ATTRIBUTES BETWEEN TEACHERS IN DIFFERENT FIELDS OF VOCATIONAL EDUCATION WERE FOUND, BUT TRADE AND INDUSTRIAL TEACHERS ESPECIALLY HAD CHARACTERISTICS WHICH TENDED TO SET THEM APART. JOB SATISFACTION APPEARED TO BE HIGHEST FOR DISTRIBUTIVE EDUCATION AND LOWEST FOR TECHNICAL EDUCATION TEACHERS. SIGNIFICANT DISPARITIES EXISTED BETWEEN THE FOUR TYPES OF VOCATIONAL TEACHERS, VOCATIONAL AND NONVOCATIONAL STUDENTS, PARENTS, COUNSELORS, NONVOCATIONAL TEACHERS, AND ADMINISTRATORS ON EXPECTATIONS AS TO WHAT THE TEACHERS DO AND SHOULD DO IN RELATION TO 70 SPECIFIED ACTIVITIES. ROLE CONFLICT APPEARED TO BE SUBSTANTIAL BUT NOT EXCESSIVE. THE TEACHERS USUALLY ASCRIBED THE RIGHT TO HOLD EXPECTATIONS OF THEIR ACTIVITIES TO LOCAL ADMINISTRATORS AND STATE BOARD PERSONNEL ONLY. THE CONCEPT OF ROLE CAN BE OPERATIONALIZED, AND THE RESULTS OF STUDIES OF THIS TYPE CAN BE TRANSLATED INTO MEANINGFUL ACTION. A BIBLIOGRAPHY, SAMPLES OF THE INSTRUMENTS, AND DATA ARE INCLUDED. (MM)

ED012955 EA000497 MF & HC

A STUDY OF THE TEACHER-ADMINISTRATOR RELATIONSHIP AND THE INFLUENCE OF NEED PATTERNS. FINAL REPORT.

GOLDMAN, HARVEY

Michigan State Univ., East Lansing. Coll. of Education.

Report No.: BR-6-8374-ER-35

Publ. Date: JUL66 Note: 301P.

Descriptors: Administrator Attitudes/ Attitude Tests/ Bibliographies/ Educational Research/ Elementary Schools/ Hypothesis Testing/ *Personality Assessment/ *Principals/ *Psychological Needs/ Psychological Testing/ Questionnaires/ Secondary Schools/ Socioeconomic Influences/ Statistical Analysis/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teachers/ Tests of Significance

Identifiers: EAST LANSING

PERSONALITY TRAITS OF TEACHERS AND PRINCIPALS ARE EXAMINED FOR THEIR EFFECTS UPON TEACHER-ADMINISTRATOR RELATIONSHIPS. THE EDWARDS PERSONAL PREFERENCE SCHEDULE, THE NATIONAL PRINCIPALSHIP STUDY, AND THE ADMINISTRATIVE PREFERENCE FORM WERE ADMINISTERED TO TEACHERS AND PRINCIPALS FROM AN URBAN SCHOOL DISTRICT IN MICHIGAN. RESULTS INDICATE THAT THE NEED PATTERNS OF TEACHERS AND PRINCIPALS ARE QUITE SIMILAR. FURTHERMORE, THE NEED PATTERNS OF MALE ELEMENTARY TEACHERS, SECONDARY TEACHERS, AND PRINCIPALS ARE SIMILAR TO THOSE OF THEIR FEMALE COUNTERPARTS. THE SAME DATA INDICATED THE INVALIDITY OF THE THEORY OF COMPLEMENTARY NEEDS. (HM)

ED012696 SP000977 MF & HC

PRINCIPAL AND TEACHER PERCEPTIONS OF SCHOOL FACULTY MEETINGS.

AMIDON, EDMUND ; BLUMBERG, ARTHUR

Chicago Univ., Ill. Midwest Administration.

Publ. Date: NOV66 Note: 6P.

Descriptors: *Administrator Attitudes/ Evaluation/ Organization/ Questionnaires/ Responsibility/ *Staff Meetings/ Statistical Analysis/ Tables (Data)/ *Teacher Administrator Relationship/ *Teacher Attitudes

Identifiers: CHICAGO

THE EFFECTS OF FACULTY MEETINGS ON TEACHER MORALE WERE INVESTIGATED VIA A SIX-ITEM QUESTIONNAIRE RESPONDED TO BY 40 ELEMENTARY AND 49 SECONDARY SCHOOL TEACHERS ENROLLED IN GROUP DYNAMICS WORK AT ONE UNIVERSITY AND BY 74 ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS SELECTED AT RANDOM FROM A STATE EDUCATIONAL DIRECTORY. RESPONSES WERE ON A NINE-STEP, NEGATIVE-TO-POSITIVE SCALE TO SUCH QUESTIONS AS (1) WHAT IS YOUR REACTION TO FACULTY MEETINGS, (2) DO YOU FEEL FREE TO EXPRESS YOURSELF, AND (3) WHAT DO YOU THINK OF OTHER FACULTY MEMBERS. TEACHERS' RESPONSES WERE MAINLY IN THE NEGATIVE TO NEUTRAL RANGE, WHILE PRINCIPALS' RESPONSES TENDED TO BE POSITIVE. DIFFERENCES BETWEEN THE RESPONSES OF TEACHERS AND OF PRINCIPALS WERE STATISTICALLY SIGNIFICANT. ALSO, ON FOUR OF THE SIX ITEMS, TEACHERS' RESPONSES WERE MORE VARIABLE, WHEREAS FOR PRINCIPALS, THERE WAS A "TYPICAL" REACTION. RESULTS WERE INTERPRETED AS SHOWING THAT TEACHERS WERE CONCERNED WITH THE CLASSROOM, BUT PRINCIPALS WITH THE ENTIRE SCHOOL. THE LARGE GAP BETWEEN THE TWO GROUPS SUGGESTED THE NEED FOR MORE RESEARCH ON THE SCHOOL AS AN ORGANIZATIONAL ENTITY AND FOR DEVOTING INSERVICE TRAINING TO ORGANIZATIONAL DEVELOPMENT. THIS ARTICLE WAS PUBLISHED IN "ADMINISTRATORS NOTEBOOK," VOLUME 15, NUMBER 3, NOVEMBER 1966, AND IS ALSO AVAILABLE FROM MIDWEST ADMINISTRATION CENTER, 5835 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, FOR $0.25. (RP)

ADMINISTRATOR STYLE: PERSONAL STYLE

ED12378; 88 EA008344 MF

Results Oriented Management in Education. Project R.O.M.E. The Verification and Validation of Principal Competencies and Performance Indicators: Assessment Design--Procedures--Instrumentation--Field Test Results. volume 1. Final Report.

Georgia State Dept. of Education, Atlanta.; Georgia Univ., Athens. Coll. of Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Publ. Date: 75 Note: 279p.; For related documents, see ED 105 559 and EA 008 345-346

Available from: Project R.O.M.E., 228 Fain Hall, University of Georgia, Athens, Georgia 30602 ($2.00)

Descriptors: Academic Achievement/ *Administrator Education/ *Administrator Evaluation/ Administrator Qualifications/ Average Daily Attendance/ Behavior/ *Educational Assessment/ Educational Environment/ Elementary Secondary Education/ Evaluation Criteria/ Higher Education/ Models/ *Performance Based Education/ *Principals/ *Skills/ Statistical Data/ Tables (Data)/ Teacher Attitudes

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Georgia/ *Project Results Oriented Management in Education/ Project ROME

This document describes the processes and procedures used by the University of Georgia Project R.O.M.E. (Results Oriented Management in Education) assessment staff during 1974-75 to produce the following products: (1) performance indicators of public school principal competencies initially developed during the 1973-74 project year, (2) a report of the results of a statewide survey utilizing practicing school principal judgments to develop a set of high-priority competency indicators, and (3) a report of the results of field testing the Georgia Principal Assessment System to validate high priority administrator competencies and performance indicators against meaningful school outcome measures. The complete Project Report comprises three volumes. This first volume contains a description of research and development activities related to the above-mentioned products. The second volume contains data appendixes to the report. A third volume contains copies of all the instrumentation utilized in field testing. (Author)

ED116279 EA007759 MF & HC

Task and Employee Oriented Styles of Behavior in Selected Minnesota School Administrators.

Duncan, F. Martin

Publ. Date: Aug 75 Note: 73p.; Thesis submitted in partial fulfillment of the requirements for the Specialist degree at Mankato State University

Descriptors: Administrative Personnel/ *Administrator Attitudes/ Administrator Characteristics/ Bibliographies/ Data Analysis/ Educational Administration/ Elementary Secondary Education/ *Leadership Styles/ *Occupational Surveys/ Tables (Data)/ *Teacher Administrator Relationship/ *Teacher Morale

Identifiers: Minnesota

This study investigates the effect of different leadership styles on the group morale of school employees. The author bases his analysis on data collected from 304 randomly selected Minnesota school district administrators. Administrators were classified as either task-oriented or employee-oriented, according to their responses on the Least Preferred Coworker scale, a 16-item semantic differential scale. Employee group morale was rated by subjects on the 10-item Group Atmosphere scale. Analysis of the data showed a significant difference in group atmosphere between employees under task-oriented administrators and employees under employee-oriented administrators. In addition, administrator orientation appeared to change with increasing years of administrative experience; employee-oriented elementary principals had significantly more years administrative experience and more years in their current position than did task-oriented elementary principals. (Author/JG)

ED096315 SP008447 MF & HC

Selected Variables of Teachers and Their Perception of Male and of Female Principals.

Null, E.don J.; Spence, Be.ty A.

Publ. Date: 28 Feb 73 Note: 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (58th, New Orleans, Louisiana, February 1973)

Descriptors: *Elementary Schools/ Females/ *Individual Characteristics/ Males/ *Principals/ Sex Differences/ Teacher Administrator Relationship/ *Teacher Attitudes

The purpose of the research reported in this paper was to investigate certain personal variables of elementary school teachers, including sex, which might be related to the perception of male and female principals. It was assumed that the research would provide further information conerning the evaluation by teachers of the leader behavior of their respective principals. Two instruments were used in the data-gathering phase of the research: (a) a short personalized personnel data inventory, utilized to gather information about the sex, age, marital status, and number of years experience of each respondent, and (b) the Leader Behavior Description Questionnaire-Form XII, employed to measure the perception by each teacher of the dimensions of leader behavior of his or her principal. The sample utilized in the research consisted of full-time teaching personnel from 16 elementary schools located in a large, metropolitan school system. These schools were selected because each contained teachers of both sexes, of different ages, of various years of experience, and of different marital situatins. Two-way analyses of variance were utilized in the examination of the data produced by the questionnaires, and no post-hoc procedures were used since all independent variables were dichotomized. (Results and discussion are included in the text.) (JA)

ED095639 EA006371 MF & HC

Machiavellianism in the School Setting: Teacher-Principal Relations. Final Report.

Hoy, Wayne K.; And Others

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.: BR-2-B-090-FR

Grant No.: OEG-2-2-28090

Publ. Date: Sep 73 Note: 120p.

Descriptors: Administrative Principles/ Administrator Attitudes/ *Administrator Role/ *Authoritarianism/ Educational Research/ Elementary Schools/ Interpersonal Relationship/ Occupational Mobility/ Organizational Climate/ Politics/ Power Structure/ *Principals/ Secondary Schools/ *Teacher Administrator Relationship/ Teacher Attitudes

Identifiers: *Machiavellianism

The purpose of this research was to explore the relationships between Machiavellian orientations of elementary and secondary school principals and aspects of teacher-principal relations. Data were collected from faculty members and principals in 40 elementary and 40 secondary schools in New Jersey. A set of hypotheses and research questions was tested using analysis of variance and correlational techniques. The Machiavellian orientation of principals was not significantly related to the prinicpal's behavior in terms of initiating structure, consideration, authoritarianism, emotional detachment; nor was it related to openness (or closedness) of school climate, teacher loyalty to the principal, teacher loyalty to the school, or teachers' rating of the effectiveness of the principal. Machiavellianism of principals, however, was found to be significantly related to job mobility. Contrary to the findings of the experimental research on Machiavellianism, the expected relationships between Machiavellian orientations of principals and teacher-principal interactions were generally not found in the school setting. (Author)

ED095610 EA006302 MF & HC

The Measurement of Principal Rule Administration Behavior and Its Relationship to Educational Leadership.

Lutz, Frank W.; Caldwell, William E.

Publ. Date: Apr 74 Note: 14p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)

Descriptors: *Behavior Theories/ *Educational Research/ Factor Analysis/ *Leadership Styles/ *Organizational Climate/ *Principals/ School Environment/ Teacher Administrator Relationship/ Teacher Attitudes

Identifiers: *Rule Administration Behavior

The theoretical and operational relevance of the school principal's rule administrative behavior is described. Lutz and Evans (1968) conducted field studies in six schools to determine if the types of rule administration identified by Gouldner (1954) had similar effects in education. Buttman-type scales were developed and utilized to determine the relationship between the principal's rule administration and his leadership (Lutz and McDaniel, 1972 and Caldwell and Spaulding, 1972). Data on all principals were factor-analyzed. The factors proved both strong and mutually exclusive. Scales were used to determine relationships between organizational variables. (Authors)

ED093089 EA006288 MF & HC

A Study Investigating the Differential Effects of Feedback in Producing Changes in Principals' Behavior as Perceived by Teachers.

Bojarski, Ronald H.

Publ. Date: 74 Note: 109p.; Ph.D. Dissertation, University of Maryland

Descriptors: Administrator Attitudes/ Administrator Characteristics/ *Behavior Change/ Bibliographies/ Catholic Schools/ *Educational Research/ Elementary Schools/ *Feedback/ *Principals/ Questionnaires/ *Reinforcement/ Tables (Data)/ Teacher Attitudes

This study proposed that differential feedback affects change in principals' behavior as perceived by teachers. The population for the study consisted of 189 elementary schools of the Cleveland Catholic School System from which was drawn a sample of 40 schools. In addition to the general question posed, three more specific questions were asked: (1) Did the frequency of feedback affect the degree or amount of change in principals' behavior? (2) Did the quality (positive or negative) of feedback affect the degree or amount of change in principals' behavior? (3) What was the interaction between the frequency and the quality of feedback? Findings indicate that feedback does affect principals' behavior as perceived by teachers. In all instances, with the exception of "positive only" feedback of task assistance, there were either differences or changes in the principals' behaviors which were in excess of differences or changes in the control group. Negative weekly feedback, in the absence of positive feedback, is the most effective means of producing change in principals' behavior as perceived by teachers. (Author/WM)

ED090663 EA006114 MF & HC

Relationship Between Perceived Supervisor Style and Teacher Attitudes.

Sanders, John; Merritt, Daniel L.

Publ. Date: Apr 74 Note: 13p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)

Descriptors: *Change Strategies/ *Interpersonal Relationship / *Preservice Education/ *Supervisory Methods/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Supervision

Lewin's field theory was used as the basis of an investigation into the influence of the supervisor in education. The focus of the study was the relationship between teacher perceptions of four kinds of supervisory styles and selected teacher attitudes. Preservice teachers were asked to classify their supervisor's behavioral style. Teacher attitudes toward educational practices and attitudes toward teaching were related to supervisory style. The data indicated that theachers' perceptions of supervisors' behavioral styles are related to attitudes held by teachers. The results also suggest that there are some basic differences in attitudes and that they change over time. The implications for supervisors and teachers are discussed. A short bibliography is provided. (Author)

ED079835 EA005275 MF & HC

The Effect of the Senior High School Principal's Rule Administration Behavior on Staff Militancy and Leadership Perception.

Caldwell, William E.; Spaulding, H. Dale

Publ. Date: Mar 73 Note: 12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Descriptors: Administrator Characteristics/ Administrator Evaluation/ *Administrator Role/ *High Schools/ Leadership/ Leadership Qualities/ *Principals/ School Administration/ Speeches/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Militancy

Identifiers: Administrator Behavior

The central concern of the research reported in this speech was to investigate the relationships between the manner in which a senior high school principal administers rules and the teachers' perceptions of the principal's leadership, and staff militancy. The authors first discuss the conceptual framework for the study and then present the four hypotheses which were developed and tested: that principals with high representative rule administration behavior will have a staff with low militancy and will be perceived as having high leadership, and that principals with high punishment-centered rule administration behavior will have a staff with high militancy and will be perceived as having low leadership. The sample consisted of 15 senior high school teachers from each of 24 high schools. The presentation includes descriptions of the instruments used to measure militancy, leadership, and rule administration; the design of the hypotheses tested; and the test results. The document concludes with a discussion of the results and their implications, and makes recommendations to high school principals for rule administration. (Author/DN)

ED065900 EA004369 MF & HC

A Study of Principal Leader Behavior and Contrasting Organizational Environments.

Feitler, Fred C.

Publ. Date: Apr 72 Note: 15p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

Descriptors: Administrator Role/ Democratic Values/ Elementary Schools/ Job Satisfaction/ *Leadership Styles/ *Leadership Training/ Literature Reviews/ Measurement Instruments/ *Organizational Climate/ *Principals/ Speeches/ *Teacher Administrator Relationship/ Teacher Attitudes/ Typology

This study examined existing relationships between the leader behaviors of elementary school principals and the organizational processes of their schools. T-tests were used to determine significant relationships between leader behaviors (measured by the Leader Behavior Description Questionnaire-Form XII) and contrasting school typologies (described by the Profile of a School instrument.) The sample was composed of 23 schools and 412 teachers. Four leader behaviors -- tolerance of freedom, consideration, integration, and tolerance of uncertainty -- were found to be significantly higher for schools having participative group organizational processes than for schools described as having more authoritative processes. Implications for organization development and research are discussed. (Author)

ED062679 EA004039 MF & HC

Can Women Function as Successfully as Men in the Role of Elementary Principal? Research Reports in Educational Administration, Vol. II, No. 4.

Mickish, Ginny

Colorado Univ., Boulder. Bureau of Educational Research.

Report No.: BER-RR-4

Publ. Date: Jan 71 Note: 20p.

Available from: "Research Reports," Bureau of Educational Research, Hellems Annex 151, School of Education, Univ. of Colorado, Boulder 80302 ($1.50 each)

Descriptors: *Administrator Qualifications/ Bibliographies/ Democratic Values/ Educational Administration/ *Elementary Schools/ Feminism/ Leadership Qualities/ Literature Reviews/ Parent Attitudes/ *Principals/ Problem Solving/ *Sex Discrimination/ Teacher Administrator Relationship/ Teacher Attitudes/ *Working Women

Whereas female elementary principals represent only about 21 percent of the elementary principals in the nation, female teachers represent 88 percent of all elementary school teachers. This document reviews the literature on male-female differences in the leadership and management roles of the elementary principalship. (Author/MLF)

ED054516 EA003515 MF & HC

Types of Elementary School Principal-Leaders: A Q-Factor Analysis.

Ignatovich, Frederick R.

Publ. Date: 6 Feb 71 Note: 47p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

Descriptors: *Elementary Schools/ *Factor Analysis/ Horizontal Organization/ Leadership/ *Leadership Styles/ Methods/ Organization/ *Organizational Climate/ *Principals/ Q Sort/ Taxonomy/ Teacher Administrator Relationship/ Teacher Behavior/ Vertical Organization

Identifiers: Leader Behavior Description Questionnaire/ Organizational Climate Description Questionnaire

This research project attempted to (1) identify leader types from teacher descriptions of the leadership behaviors of elementary school principals and (2) study the effects of the leadership types on the organizational behavior of teachers. Teacher responses from 99 Iowa elementary schools revealed three basic principal leadership types. Using both the Q-sort and analysis of variance techniques, actor analysis of the item description pattern for each type suggested the following labels: Type I--Tolerant-Integrator; Type II--Intolerant-Structuralist; and Type III--Tolerant-Interloper. Under Type I principals, teacher behaviors of disengagement and hindrance were lower, esprit was higher, and congruence between teachers and principals was greater. Principal type was found to be unrelated to both school staff size and organizational intimacy. (RA)

ED042259 EA003015 MF & HC
Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers.
Chung, Ki-Suck
Publ. Date: 6 Mar 70 Note: 24p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

Descriptors: *Job Satisfaction/ *Leadership Styles/ *Management/ Organization/ Participant Involvement/ *Principals/ Professional Recognition/ Public Schools/ Social Systems/ *Teacher Administrator Relationship/ Teacher Supervision

A concept of teacher-centered management was proposed as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher-centered management style of leadership behavior by public school principals--as perceived by teachers--and high job satisfaction of teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations. (Author)

ED034311 EA002637 MF & HC
The Effects of Laboratory Training on Elementary School Principals: An Evaluation.
Thomas, Terry L.
Oregon School Study Council, Eugene.
Report No.: Bull-Vol-13-No-2
Publ. Date: Oct 69 Note: 48p.
Available from: College of Education, University of Oregon, Eugene, Oregon ($1.50)

Descriptors: *Behavior Change/ Bibliographies/ Communication (Thought Transfer)/ Decision Making/ *Elementary Schools/ *Laboratory Training/ *Leadership Training/ Morale/ Organizational Climate/ *Principals/ Questionnaires/ Staff Improvement/ Teacher Administrator Relationship/ Training Techniques

This study was designed to examine the job-related interpersonal behavior changes of elementary school principals as a result of laboratory training. A before-and-after control-group design was used to determine if the principals who participated in the laboratory training experience changed their behavior in working with their staffs and if the socioemotional climate of their elementary schools changed subsequent to participation. The experimental group showed more change toward (1) being considerate to the individual needs of the staff, (2) use of tact, (3) a more collaborative approach to decision-making, and (4) increased leadership for improving staff performances. The staff of the experimental-group principals showed more change toward higher group morale, and their schools changed toward more open organizational climates. (DE)

ED031510 TE500561 MF & HC
The Threatened Teacher Syndrome.
Sherr, Paul C.
Association of Departments of English, New York, N.Y.
Publ. Date: May 69 Note: 6p.

Descriptors: Administrative Problems/ Administrator Role/ College Administration/ *College Teachers/ *Department Directors (School)/ Effective Teaching/ Grading/ *Problem Solving/ Student Attitudes/ Student Opinion/ *Student Problems / Student Reaction/ Student Teacher Relationship/ *Teacher Administrator Relationship/ Teacher Behavior/ Teacher Evaluation/ Teacher Responsibility/ Teacher Supervision

A discussion of suggested techniques to be used by college department chairmen in handling teacher problems that develop annually during the second week of the semester, just before the release of the mid-semester grades, and prior to and following the final grading period, treats a number of real or imagined difficulties involving students in the classroom and grading disagreements with students, their parents, and other departments. (AF)

ED020562# EA001355

THE SCHOOL PERSONNEL ADMINISTRATOR.

MOORE, HAROLD E.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Report No.: R-SERVICE-BULL-24

Publ. Date: JAN68

DOCUMENT NOT AVAILABLE FROM EDRS.

Descriptors: *Administrator Role/ Collective Negotiation/ Cost Effectiveness/ Educational Trends/ Inservice Programs/ Morale/ Personnel Data/ *Personnel Directors/ *Personnel Policy/ Personnel Selection/ Research/ *Schools/ *Teacher Employment

Identifiers: (AASPA)AMERICAN ASSN. SCH. PERSONNEL AD/ *SCHOOL PERSONNEL DIRECTORS

FROM BOTH PRESENT AND FUTURE PERSPECTIVES, TWO PAPERS ATTEMPT TO ASSESS AND PREDICT THE CHANGING ROLE OF THE PUBLIC SCHOOL PERSONNE ADMINISTRATOR OR DIRECTOR. THE ROLE IS DEFINED AS IT RELATES BOTH TO THE MORE TRADITIONAL RESPONSIBILITIES OF A GENERALIST AND TO THE MORE SPECIALIZED RESPONSIBILITIES OF AN EXPERT. FUNCTIONS OF THE POSITION ARE IDENTIFIED FROM A REVIEW OF THE LITERATURE AND FROM AN EVALUATION OF THE PERSONNEL ADMINISTRATOR'S STATUS, HIS GENERAL STAFF RESPONSIBILITIES, AND HIS ASSIGNMENTS OF STAFFING THE SCHOOLS, PARTICIPATING IN COLLECTIVE NEGOTIATIONS INVOLVING SCHOOL PERSONNEL, AND MAINTAINING OR INCREASING HIS PROFESSIONAL EXPERTISE. PROJECTIONS OF THE POSITION INCLUDE ITS DEVELOPMENT FOR MAXIMUM EFFECTIVENESS, CONSIDERING SUCH FACTORS AS POPULATION GROWTH, COMPUTERIZED INFORMATION AS AN EDUCATIONAL TOOL, CHANGES IN THE TEACHER ROLE, AND BETTER AND MORE EXTENSIVE PERSONNEL DATA. THIS DOCUMENT IS AVAILABLE FROM THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281, FOR $1.50. (JK)

ED016300 24 EA001115 MF & HC

THE JOB AND CAREER SATISFACTION OF MEN SCHOOL PRINCIPALS. NATIONAL PRINCIPALSHIP STUDY SERIES, MONOGRAPH 5. FINAL REPORT.

GROSS, NEAL ; NAPIOR, DAVID A.

Harvard Univ., Cambridge, Mass. Graduate School of Education

Report No.: BR-5-1053-CRP-2536

Contract No.: OEC-5-1053-2-12-1

Publ. Date: JUN67 Note: 341P.

Descriptors: *Administrator Characteristics/ *Career Choice/ Factor Analysis/ Interpersonal Relationship/ *Job Satisfaction / Males/ *Principals/ *Psychological Needs/ Rewards/ Role Theory/ Teacher Administrator Relationship

Identifiers: CAMBRIDGE

FROM A NATIONAL CROSS-SECTION OF 382 MALE PRINCIPALS IN AMERICAN CITIES WITH A 1960-1961 POPULATION OF 50,000 OR OVER, INTERVIEW AND RELATED DATA WERE OBTAINED TO INVESTIGATE POSSIBLE DETERMINANTS OF IJS OR INTRINSIC JOB SATISFACTION (DEGREE OF GRATIFICATION DERIVED FROM PERFORMING MANAGERIAL TASKS) AND CS OR CAREER SATISFACTION (DEGREE OF GRATIFICATION DERIVED FROM HAVING CHOSEN EDUCATIONAL ADMINISTRATION AS A CAREER). EMPIRICAL FINDINGS OF THE IJS STUDY PROVIDED SUPPORT FOR 16 CORRELATIVE HYPOTHESES, BASED ON FOUR ASSUMPTIONS--(1) TWO MAJOR PREPOTENT PSYCHOLOGICAL NEEDS OF MANAGERIAL PERSONNEL ARE THE NEEDS FOR AUTONOMY AND FOR SELF-ACTUALIZATION, (2) IJS IS PRIMARILY A FUNCTION OF THE DEGREE TO WHICH MANAGERS ARE ABLE TO GRATIFY THESE NEEDS THROUGH THEIR ROLE PERFORMANCE, (3) ROLE PERFORMANCE CHARACTERIZED BY INDEPENDENCE OF ACTION, CREATIVITY, TASK ACCOMPLISHMENT, AND CONSISTENCY HAS SPECIAL IMPORTANCE FOR SATIATING THESE PSYCHOLOGICAL NEEDS, AND (4) FROM THESE ASSUMPTIONS IJS MAY BE REGARDED AS A FUNCTION OF CONDITIONS SERVING TO INCREASE OR DECREASE THE LIKELIHOOD THAT PRINCIPALS WILL EXHIBIT THESE KINDS OF ROLE PERFORMANCE. TWO CS HYPOTHESES RECEIVED EMPIRICAL SUPPORT, BASED ON THE ASSUMPTION THAT VARIATION IN CAREER SATISFACTION AMONG PRINCIPALS IS EXPLAINED BY THEIR DIFFERENTIAL GRATIFICATION WITH THE EXTRINSIC REWARDS OF THEIR POSITION. TWELVE CS HYPOTHESES RECEIVED EMPIRICAL SUPPORT, BASED ON THE ASSUMPTION THAT CAREER SATISFACTION IS EXPLAINED BY THE DIFFERENTIAL INTRINSIC REWARDS PRINCIPALS DERIVE FROM THEIR WORK. A RELATED DOCUMENT, EA 001 139, IS THE SIXTH PHASE OF THIS STUDY. (JK)

ED002951 24 MF & HC

ROLE CONFLICTS OF SCHOOL PRINCIPALS.

GROSS, NEAL ; AND OTHERS

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Report No.: CRP-853-4

Contract No.: OEC-SAE-8702

Publ. Date: 65 Note: 181P.

Descriptors: Administrator Attitudes/ *Behavior/ Cognitive Processes/ Parent Attitudes/ *Principals/ Public Education/ *Role Playing/ *School Administration/ Sociology/ Student Attitudes/ Teacher Attitudes/ Urban Schools

Identifiers: CAMBRIDGE/ MASSACHUSETTS/ *ROLE CONFLICTS

THE PURPOSE OF THIS STUDY WAS TO ISOLATE THE ROLE CONFLICTS TO WHICH SCHOOL PRINCIPALS ARE EXPOSED, THE METHODS USED TO RESOLVE THEM, AND THE FREQUENCY WITH WHICH THEY OCCUR. THE SOCIAL MATRIX OF ROLE CONFLICT IS BASED ON DIFFERING EXPECTATIONS OF COGNITIVE BEHAVIOR INTERPRETATIONS. THUS, WHEN PARENTS, STUDENTS, TEACHERS, OTHER ADMINISTRATORS, AND OTHERS WITH WHOM THE SCHOOL PRINCIPAL WORKS AND ASSOCIATES HOLD CONFLICTING EXPECTATIONS FOR THE PRINCIPAL'S BEHAVIOR, HE WOULD BE CONFRONTED WITH A SITUATION OF ROLE CONFLICT. THE DATA CONSISTED PRIMARILY OF OVER 500 INDIVIDUAL PRINCIPAL REPORTS OF THE CONFLICTS THEY EXPERIENCED AND OF THEIR GENERAL SCHOOL SITUATIONS. THIS REPORT REPRESENTS THE LAST OF FOUR MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, "A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION." THREE SPECIFIC SETS OF COUNTER-POSITIONS WERE INVESTIGATED--(1) TEACHERS AND PARENTS, (2) TEACHERS AND ADMINISTRATORS, AND (3) TEACHERS VERSUS OTHER TEACHERS. EXPOSURE TO TEACHER-PARENT CONFLICT WAS MOST FREQUENTLY REPORTED BY THE PRINCIPALS, AND SECONDARY SCHOOL PRINCIPALS SHOWED MORE EXPOSURE TO CONFLICTS FOR ALL SETS OF COUNTER-POSITIONS THAN ELEMENTARY PRINCIPALS. MEN PRINCIPALS WERE FOUND TO BE MORE FREQUENTLY EXPOSED TO ROLE CONFLICT THAN WOMEN IN THIS AREA. CONFLICT ALSO TENDED TO DECREASE THE AMOUNT OF JOB SATISFACTION AND TO INCREASE OCCUPATIONAL WORRIES FOR BOTH SEXES. THE FINDINGS OF THIS STUDY INDICATED THE NEED FOR FURTHER SYSTEMATIC EXAMINATIONS OF THE DETERMINANTS AND EFFECTS OF ROLE CONFLICTS FOR ALL ORGANIZATIONS. (JH)

ED125123 95 EA008451 MF & HC

Administrative Leadership in a Sample of Successful Schools from the National Evaluation of the Emergency School Aid Act.

Marcus, Alfred C.; And Others

System Development Corp., Santa Monica, Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-73-0831; OEC-0-73-6336

Publ. Date: Apr 76 Note: 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Descriptors: *Achievement Gains/ *Administrator Role/ Elementary Education/ Elementary School Mathematics/ *Leadership Styles/ Organizational Climate/ *Principals/ Reading Achievement/ *School Surveys/ Tables (Data)/ *Teacher Administrator Relationship/ Teacher Attitudes

Identifiers: Emergency School Aid Act

In conjunction with a national evaluation of the Emergency School Aid Act, an indepth analysis of 24 selected elementary schools was conducted. Data for the study were collected in 1974-75 through observation of classroom behavior, through interviews with school principals, and through self-administered questionnaires completed by the teachers and principal in each school. This report examines the relationship between administrative leadership and schools' success in raising achievement. Analysis of the survey data showed that schools in which principals emphasized the importance of selecting basic instructional materials and made more of the decisions in the instructional area were more likely to show achievement gains in the subject areas of reading and mathematics during 1974-75. (Author/JG)

ED123766 95 EA008322 MF

Supervision as Administration: The Control Structure of the School.

Packard, John S.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Publ. Date: Apr 76 Note: 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Available from: Center for Educational Policy and Management, 1472 Kincaid Street, Eugene, Oregon 97403

Descriptors: Classroom Research/ Conventional Instruction/ *Decision Making/ Elementary Education/ *Elementary Schools/ *Elementary School Supervisors/ *Elementary School Teachers/ *Instruction/ Organizational Theories/ Principals/ School Supervision/ Supervisory Activities/ Teacher Administrator Relationship/ Teacher Behavior/ Team Teaching

This report focuses on some key varieties of decisions governing instructional affairs in public elementary schools. Twenty-nine elementary schools, 16 of which utilized team teaching and 13 of which employed conventional instruction, composed the sample in this study. The control structure interview was used as one of the key data collection methods. The findings indicate that more than half of the instructional decisions were made by individual classroom teachers. In the schools utilizing team teaching, a substantial proportion of decisions were made by the teacher work group. In the schools without teams, a substantial number of instructional decisions were made by persons outside the school. It was found that elementary principals rarely collaborated with individual teachers in deciding on instructional activities. Instead, principals participated more frequently with other nonteachers and teacher groups and made unilateral decisions. Supervision of instruction by administrators seems, for all practical purposes, to be minimal. These findings challenge current concepts of school supervision. (Author/DS)

ED120966 EA008129 MF & HC

The Principal and Student Achievement.

Matthews, Kenneth M.

Publ. Date: 76 Note: 11p.

Descriptors: *Academic Achievement/ *Administrator Role/ Change Strategies/ Educational Improvement/ Educational Research/ Elementary Secondary Education/ *Models/ *Principals / Student Motivation/ *Teacher Administrator Relationship/ Teacher Motivation

Before planning leadership strategies for improving student achievement, principals need to identify the factors that affect achievement and determine how they affect it. Model 1 shows that strategies to improve student achievement should consider four key factors: (1) students' inherited capacity to learn, (2) students' learning experiences, (3) students' desire to achieve in school, and (4) students' self-concepts of their academic abilities. Principals' efforts to influence teachers to improve student achievement should be directed at essentially these same variable factors. Studies show that teachers' perceptions of the value principals place on student achievement affects teachers' efforts to improve student achievement. Model 2 shows that the principal will be most effective in motivating teachers to stress student achievement when teachers have positive attitudes toward the principal and believe he values achievement highly. A similar relationship may hold for teachers' effectiveness in motivating students. Model 3 integrates the relationships shown in models 1 and 2 to illustrate how principals may affect student achievement by focusing their resources on key variables. (Author/JG)

ED105637 95 EA007077 MF & HC

Failures of Communication in the Evaluation of Teachers by Principals. Technical Report No. 43.

Thompson, June E.; And Others

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: TR-43

Contract No.: NE-C-00-3-0062

Publ. Date: Apr 75 Note: 27p.

Descriptors: *Communication (Thought Transfer)/ Elementary Secondary Education/ Evaluation Criteria/ *Evaluation Methods/ Organization/ *Principals/ Statistical Analysis/ Teacher Attitudes/ Teacher Behavior/ *Teacher Evaluation/ *Teacher Improvement

This paper describes how the evaluation of teachers by principals is hampered by difficulties in communication. The 131 teachers and 33 principals questioned did not agree on how much teachers knew about the way they were evaluated. Nor did they agree on the frequency of evaluations; the teachers reported less frequent evaluation than the principals believed they communicated. The lower the frequency of communicated evaluations reported by teachers, the more dissatisfied were the teachers and the less helpful were the evaluations in improving the quality of their teaching. Two schools were selected for more intensive examination. They differed dramatically in the frequency of evaluation by principals, and the pattern of findings in the two natural settings strongly supported the results of the statistical analysis of the larger sample. The current very low frequency of teacher evaluations in many schools is not providing adequate guidance for teachers. An increase in the frequency of evaluation would increase teacher satisfaction, increase the teachers' belief that evaluations can provide helpful guidance, and decrease the teachers' sense of threat to their professional autonomy. (Author)

ED104028 EA006977 MF & HC

How Successful Is Performance Evaluation?

Gray, Frank

Publ. Date: 22 Feb 75 Note: 7p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

Descriptors: Accountability/ *Administrator Evaluation/ Communication (Thought Transfer)/ Elementary Secondary Education/ *Evaluation Criteria/ Evaluation Methods/ *Performance/ *Performance Criteria/ Principals/ *Teacher Evaluation/ Teacher Improvement/ Teacher Morale

Identifiers: Job Target Approach/ *Performance Appraisal

We should no longer be wondering if we should have performance appraisal, rather we should be researching the elements necessary for it to be successfully implemented and to ensure that we receive maximum benefits for improved learning for our students. Performance appraisal can be defined as "a positive, systematic, individualized due process evaluation program that can be applied to all members of the school organization. It is based on the assumption that people want to do a good job. It puts responsibility on both appraiser and appraisee to reach mutually agreed-upon objectives. The benefits are improved instruction for students, changes in practitioner behavior, enhanced commitment and communication." Performance appraisal is based on objective data rather than on personality and other factors. The experience of the Hyde Park (New York) school district in using this program has been positive but not without its problems. (Author/IRT)

ED099335# SP008638

Supervisors and Teachers. A Private Cold War.

Blumberg, Arthur

Publ. Date: Oct 74 Note: 812p.

Available from: McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($9.75)

Document Not Available from EDRS.

Descriptors: *Administrator Role/ Behavior/ *Interaction/ Interpersonal Relationship/ Supervisory Methods/ *Teachers/ *Teacher Supervision

This book focuses on the human side of relationships between supervisors and teachers to understand their interactions better. Chapter 1 presents an overview of the book and chapters 2-4 frame the interactive problems that confront supervision and highlight the conflict between the overall goals of supervision and what seems to occur. Chapters 5-8 deal with studies of supervisory behavioral styles and of factors that supervisors and teachers see as affecting their productivity. Chapter 9 discusses a behavioral category system for analyzing supervisor-teacher transactions and chapter 10 presents the results of a broad study that used the category system discussed in the preceding chapter. Chapter 11 proposes a data base for supervision that is concerned with interpersonal needs and behavioral data on the supervisor, teacher, and students. Chapters 12 and 13 deal with working with tenured teachers and the conflict between the helping and the evaluating roles of the supervisor. Chapter 14 raises the question of the efficacy of peer supervision. Chapter 15 presents a reconceptualization of supervisory relationships. The author concludes that the process should become one of people giving to one another instead of the supervisor's giving and the teacher's receiving. A 4-page bibliography is included. (Author/PD)

ED091826 EA006180 MF & HC

The Influence of Supervisory Roles.

Parsons, G. Llewellyn
Memorial Univ., St. John's (Newfoundland prog

Publ. Date: Jan 72 Note: 9p.

Descriptors: *Administrative Personnel/ Administrator Role/ Elementary Schools/ *Role Perception/ Secondary Schools/ Supervision/ *Supervisors/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Behavior/ *Teacher Influence

Identifiers: Canada

Supervisory roles perceived by teachers as the most influential in affecting their behavior with respect to the content, processes, or outcomes of their teaching were those of principal; "other teachers"; program consultant; inspector; assistant or vice-principal; area, district, or regional superintendent; and resource teacher. This report deals with the number and percent of teachers identifying each role as influential and the relationship of type and size of school, sex, grade level taught, experience, and professional preparation of teachers to teachers' perceptions of the influence of 26 different supervisory roles. Perceptions of influence ranked the principal as having the most influential supervisory role; "other teachers" as influencing the behavior of beginning teachers; program consultants and inspectors as most influential (by certain female teachers); vice-principals as most influential (by public, city school teachers with two to three years professional training and teaching of intermediate grades in medium or large size schools); the area superintendent as most influential (by certain county female teachers teaching in large schools); and resource teachers as most influential (by teachers at the primary and junior grade levels). (Author/DN)

ED090652 EA006101 MF & HC

"Principal: Teacher of Teachers."

Dols, Richard A.

Publ. Date: 5 Mar 74 Note: 7p.; Speech given before National Association of Secondary School Principals Annual Convention. (58th, Atlantic City, New Jersey, March 1-6, 1974)

Descriptors: Change Agents/ *Change Strategies/ *Instructional Improvement/ Leadership Styles/ *Principals/ *Role Perception/ School Administration/ Teacher Behavior/ *Teacher Improvement

The principal's main role must be that of a change agent who is attempting to improve instruction by improving teaching, and the best way to improve teaching is to change teacher behavior. This improvement is possible only through changes in the instructional pattern of the teacher. Some methods of procedure and discussion of leadership patterns are offered. (Author/MLF)

ED082349 EA005465 MF & HC

Evaluative Economics: A Process To Compensate Teachers Based on Evaluation of Student Accomplishment of Instructional Objectives.

Hart, Jerry Lee

Educational Service Bureau, Inc., Washington, D.C.
Publ. Date: 73 Note: 29p.
Available from: Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($5.95)

Descriptors: Academic Achievement/ Administrator Guides/ *Collective Negotiation/ Course Objectives/ *Educational Accountability/ Educational Economics/ Motivation Techniques/ *Performance Contracts/ Productivity/ *Teacher Motivation/ Teacher Responsibility/ *Teacher Salaries

Identifiers: Efficiency (Education)/ *Student Productivity

This document suggests a management plan for replacing fixed salary schedules for teachers with a pay structure based on student productivity. The plan is more a conceptual process of attacking the problem, rather than the resolved finality of a specific plan. The instructional objectives, the accomplishment evaluation, and the subsequent amount of compensation earned in accordance with this idea, are all basically determined by the professional staff itself as part of the evolutionary development of the suggested method. The author begins by outlining the historical unwillingness of public school employers and employees to attempt the correlation of compensation factors with employee production. He then considers factors that have changed in the 1970's to make a compensation plan based on productivity more attractive. The balance of the presentation is given over to a discussion of the essential premises on which the plan is based, an overview of the plan, and a procedural implementation of a plan from the time it is first presented to the board to the time when objectives are created and evaluated. The document concludes with a discussion of the management control of such a plan. (Author/DN)

ED082319 EA005430 MF & HC

Effective Supervision: Teachers' Views of Supervisory Roles in School Systems. Monographs in Education No. 10.

Parsons, G. Llewellyn

Memorial Univ., St. John's (Newfoundland).

Publ. Date: 72 Note: 48p.

Available from: The Committee on Publications, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, Canada ($1.00)

Descriptors: Bureaucracy/ *Helping Relationship/ Leadership Styles/ Public School Systems/ Supervisor Qualifications/ Supervisors/ *Supervisory Methods/ Tables (Data)/ *Teacher Administrator Relationship/ *Teacher Attitudes/ *Teacher Supervision

Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support, and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decisionmaking processes of the school. (Author)

ED081074 EA005291 MF & HC

Supervisory Services Considered Desirable by Teachers and Principals in "Open Space" Elementary Schools.

Kleparchuk, Harry

Oregon School Study Council, Eugene.

Report No.: OSSC-Bull-Vol-14-No-2

Publ. Date: Oct 70 Note: 34p.

Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

Descriptors: *Administrator Attitudes/ Bibliographies/ *Elementary Schools/ Elementary School Supervisors/ Grade 4/ Grade 5/ Grade 6/ *Open Plan Schools/ Principals/ Questionnaires/ School Design/ *Supervision/ Supervisory Activities/ Supervisory Methods/ Tables (Data)/ *Teacher Attitudes

Identifiers: Alberta

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of "open space" elementary schools in the Edmonton Public School System consider desirable in order to improve classroom instruction. A 77-item questionnaire was sent to the principals as well as to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations. As a result, the author makes several recommendations for improved supervision, which principals and teachers in all schools might consider. For example, he feels that staff members should focus on cooperation, involvement, collaboration, and communication in their daily interaction; that principals should give teachers more responsibility and authority for making decisions which directly affect teaching and learning; the threat of classroom visitations as a supervisory technique should be removed; demonstration teaching should be considered as a useful technique; and that principals should help teachers achieve a sense of worth and dignity in their work. (Author/Editors)

ED077146 EA005258 MF

Observational Methods in the Classroom.

Beegle, Charles W., Ed.; Brandt, Richard M., Ed.

Association for Supervision and Curriculum Development, Washington, D.C.

Report No.: ASCD-17948

Publ. Date: 73 Note: 95p.; Edited Papers presented at ASCD Southeastern Regional Conference

Available from: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17948, $3.50)

Descriptors: Classroom Environment/ *Classroom Observation Techniques/ *Conference Reports/ English Instruction/ Instructional Improvement/ Mathematics Instruction/ Nonverbal Communication/ *Public Schools/ Research Methodology/ Self Evaluation/ Student Behavior/ Student Participation/ *Supervisor Qualifications/ *Supervisors/ Teacher Administrator Relationship/ Teacher Behavior/ Teacher Supervision/ Teaching Styles

The ASCD Supervision Council established three regional conferences to (1) assure that supervisors in elementary and secondary education would have the opportunity for self-renewal through a wide variety of meaningful experiences, and (2) help supervisors and curriculum workers develop skills and competencies that could be shared with teachers. The Southeastern Conference had as its theme, "Systems for Observing In"School Operations." The papers presented at this conference are included, in edited form, in this booklet, and include Leslee J. Bishop, "Systems for Observing In-School Operations;" Robert S. Fleming, "The Supervisor as an Observer;" James Raths, "Problems Associated with Describing Activities;" Richard M. Brandt, "Toward a Taxonomy of Observational Information;" Donald M. Medley, "Measuring the Complex Classroom of Today;" Charles M. Galloway, "The Nonverbal Realities of Classroom Life;" Larry S. Bowen, "Use of the Flanders Interaction Analysis System;" I. V. Ahnell and Horace C. Hawn, "Self-Evaluation Through Video Tape Recordings;" William C. Lowry, "Content Analysis of Mathematics Instructional Materials;" Joseph E. Strzepek, "Analyzing the Content of English Instruction: A Point of View;" Harold R. Strang and James R. George, "Instrumentation in Monitoring and Recording Human Behavior;" and Richard M. Brandt and Hugh V. Perkins, Jr., "Observation in Supervisory Practice and School Research." (Author)

ED075912 EA005037 MF & HC

Predictors of Supervisor Teacher Conference Interaction.

Darr, Alice Dozier

Publ. Date: Feb 73 Note: 37p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Descriptors: Behavior Change/ *Behavior Patterns/ *Conferences/ Educational Research/ Interaction Process Analysis/ Interprofessional Relationship/ Microteaching/ Multiple Regression Analysis/ Predictor Variables/ Speeches/ Statistical Analysis/ *Supervisors/ *Teacher Administrator Relationship/ *Teachers

The purposes of this study were (1) to provide an objective description of the supervisor-teacher conference behavior in a micro-teaching situation, (2) to determine the combinations of teacher and supervisor characteristics that predict conference behavior and conference effectiveness, and (3) to determine the supervisor characteristics that predict supervisors who change their behavior toward a more indirect and supportive conference. Test results, along with conference data and personal data, were used as supervisor and teacher variables for the statistical analysis. Through the use of the multiple regression technique, full and restricted models were tested to determine significant predictor sets. (Author)

ED071161 EA004662 MF & HC

Classroom Supervision and Informal Analysis of Behavior. A Manual for Supervision.

Hull, Ray; Hansen, John

Oregon School Study Council, Eugene.

Report No.: OSSC-Bull-Vol-16-No-2

Publ. Date: Oct 72 Note: 53p.

Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

Descriptors: *Classroom Observation Techniques/ Educational Accountability/ Effective Teaching/ Feedback/ Teacher Administrator Relationship/ Teacher Behavior/ *Teacher Evaluation/ *Teacher Improvement/ *Teacher Supervision/ Teaching Methods/ *Teaching Skills

This manual for supervision addresses itself to those with responsibility for helping teachers develop into skilled professionals through use of a rational plan of feedback and assistance. It describes the supervision cycle and outline simple and practical techniques to collect effective data that will assist the classroom teacher. The manual has been designed to yield maximum data with a requirement of minimum expertise. .: rests on the identification of objectives by the teacher and by the observer. (Author)

ED066817 88 EA004536 MF & HC
What Kinds of Objectives for Supervisors?
Sergiovanni, Thomas J.
Ohio State Dept. of Educa: on, Columbus.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: 11 Nov 71 Note: 10p.

Descriptors: Educational Change/ *Leadership Qualities/ *Objectives/ *Supervisors/ *Supervisory Activities/ *Supervisory Methods/ Teacher Motivation/ Teacher Responsibility
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III
This report discusses the kinds of objectives that supervisors should pursue and proposes an approach that emphasizes human resource development and organizational enrichment as proper emphases for modern supervisors. The author illustrates the advantages of his approach over traditional and contemporary supervisory approaches by considering four major problems that supervisors and administrators face - change, control, motivation, and leadership. (Page 6 is not available due to a questionable copyright.) (JF)

ED064800 EA004475 MF & HC
The Nonverbal: An Approach for Supervisors.
Galloway, Charles M.
Ohio State Dept. of Education, Columbus.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: 27 Jan 72 Note: 24p.; Paper presented at Supervision of Instruction Symposium 2: Observation Systems and the Supervisor (January 27, 1972)

Descriptors: Classroom Observation Techniques/ Educational Research/ *Interaction Process Analysis/ Lesson Observation Criteria/ Microteaching/ Nonverbal Ability/ *Nonverbal Communication/ Observation/ Student Teacher Relationship/ Supervisors/ Teacher Administrator Relationship/ *Teacher Behavior/ *Teacher Supervision/ Video Tape Recordings
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III
This report emphasizes the importance of nonverbal behavior as a teacher-student relationship language and discusses some observation instruments designed to provide feedback to teachers on their nonverbal behavior. According to the report, nonverbal behaviors provide the primary vehicle for expressing emotion and leakage channels that are difficult to control or to censor; and nonverbal cues function as qualifiers in the form of metacommunicative messages to indicate how verbal statements ought to be understood. It is the supervisor's responsibility to share with the teacher his observations of this nonverbal behavior. The report notes that teachers tend to be defensive about observations with which they disagree, and that observations and evaluations of nonverbal phenomena seem to dramatize these value differences. According to the author, the utility of the observation system, the validity of which both supervisor and teacher agree upon, is that it removes the difficulty of value differences. (JF)

ED064799 EA004474 MF & HC
Interaction Analysis and Supervision.
Amidon, Edmund
Ohio State Dept. of Education, Columbus.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: 27 Jan 72 Note: 9p.; Paper presented at Supervision of Instruction Symposium 2: Observation Systems and the Supervisor (January 27, 1972)

Descriptors: Audiovisual Aids/ *Classroom Observation Techniques/ *Instructional Improvement/ *Interaction Process Analysis/ *Microteaching/ Student Teacher Relationship/ Supervisors' Teacher Behavior/ *Teacher Education/ Teacher Supervision/ Teaching Quality/ Teaching Skills/ Teaching Techniques
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III
This paper describes a model that uses interaction analysis as a tool to provide feedback to a teacher in a microteaching situation. The author explains how interaction analysis can be used for teacher improvement, describes the category system used in the model, the data collection methods used, and the feedback techniques found in the model. (JF)

ED062700 EA004221 MF & HC

Self-Confrontation of Teachers.

Schmuck, Richard A.

Publ. Date: Mar 71 Note: 28p.

Descriptors: Anxiety/ Motivation Techniques/ Objectives/ *Psychological Characteristics/ *Self Actualization/ Self Concept/ *Self Evaluation/ Teacher Administrator Relationship/ Teacher Evaluation/ Teacher Morale/ *Teacher Motivation/ *Teachers

Simply presenting teachers with information about discrepancies between their ideal and their actual classroom performances does not, in itself, lead to constructive change. In part, this is because teachers confronted with such discrepancies experience dissonance which often gives rise to anxiety. This paper discusses the psychological processes that can be expected to occur when teachers are confronted with information about their own classroom behavior, and suggests some actions that a facilitator might take to focus teachers' energies on self-improvement. (Author)

ED048645 EA003357 MF & HC

The Importance of Administrator Expertise in Instructional Leadership.

Gorton, Dick

Publ. Date: Feb 71 Note: 23p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

Descriptors: Administrator Background/ Administrator Characteristics/ Administrator Qualifications/ Administrator Responsibility/ *Administrator Role/ *Instruction/ Instructional Improvement/ Instructional Staff/ Leadership Responsibility/ *Principals/ Secondary Education/ Secondary School Teachers/ *Speeches/ *Teacher Administrator Relationship/ Teacher Attitudes

This document reports on a study that investigated the relation between the secondary principal's instructional expertise -- as perceived by the classroom teacher -- and the likelihood that a teacher with an instructional problem would seek the principal's assistance. The major conclusions were: (1) perceived expertise is the most important variable in determining the likelihood that a teacher will seek the assistance of another individual, whether that person is principal, department head, teaching colleague, or member of central office staff; (2) of the four potential sources of instructional leadership, teachers perceived the principal as possessing the least degree of expertise for helping with instructional problems; and (3) as a result of these findings, the principal may need to redefine his role responsibilities. (Author/LLR)

ED046993 TM000356 MF & HC

A Look at Teacher Evaluation.

Harsh, J. Richard

Publ. Date: 22 Oct 70 Note: 20p.; Paper presented at the Annual Conference of the American Association of School Personnel Administrators, Las Vegas, Nevada, October 22, 1970

Descriptors: *Behavioral Objectives/ Educational Accountability/ Educational Improvement/ Effective Teaching/ *Evaluation Criteria/ *Evaluation Methods/ Program Evaluation/ Student Teacher Relationship/ Teacher Administrator Relationship/ Teacher Characteristics/ *Teacher Evaluation/ Teacher Role/ Teaching Quality/ *Teaching Skills

The positive and negative factors that exist in the area of teacher evaluation are surveyed. The traditional aversions to evaluation which have created a negativistic environment of ambiguity and frustration in terms of educational improvement are discussed. The factors, processes, tenets, and characteristics of effective evaluation that have been developed in past and present educational research are enumerated. The paper presents specific criteria which would provide a systematic process that incorporates the positive aspects of evaluation by use of performance criteria and behavioral objectives. These criteria are seen as initiating a new trend in teacher role perception that offers more effective performance and measurement. Emphasis is placed on the differential roles and styles of teaching that characterize the profession today and greatly extend the parameters of the teaching experience. Guidelines are presented for a model for future evaluation which emphasizes teacher-student and teacher-administrator interaction and provides for increased utilization of individual skills, knowledges, and attitudes that results in a maximization of performance outcomes. By applying these principles through more precise systems of evaluation a more meaningful process of educational accountability can be achieved. (AE)

ED040938 SP003976 MF & HC

Supervisor-Teacher Interaction: An Analysis of Verbal Behavior.

Blumberg, Arthur; Cusick, Philip

Publ. Date: Mar 70 Note: 25p.; Paper presented at annual meeting, AERA, Minneapolis 1970

Descriptors: *Interaction Process Analysis/ *Supervisors/ Supervisory Activities/ Teacher Administrator Relationship/ Teacher Behavior/ *Teacher Supervision/ *Verbal Communication

A study was conducted to develop and test a method for describing, in a systematic and quantifiable fashion, the nature of the interaction that takes place between a supervisor (e.g., principal or helping teacher) and a teacher. Tape recordings of 50 supervisor-teacher conferences were collected. They were analyzed by use of a 15-category interaction system developed by Blumberg using behavioral categories developed by Flanders and Bales. The 50 recordings were tallied and transferred to individual matrixes and a composite matrix producing data which was analyzed by several methods, e.g., percentage comparisons of various combinations of column totals and area analyses to identify extended use of particular kinds of behavior. The resultant data gave rise to a number of questions about the nature of supervisor-teacher interaction, problemsolving styles of supervisors, the productivity of supervision, and the assumptions that underly it. It was concluded that the methodology carries with it the seeds of a training for supervisor behavior change. (Included are description of the 15 Categories for Analyzing Supervisor Teacher Interaction, explanation of the methods of data analysis, and the general findings of this 50-conference analysis.) (JS)

ED027254 SP002225 MF & HC

Incentives Used in Motivating Professional Growth of Teachers.

Cory, N. Durward

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Note: 23p.

Available from: Charles W. Boardman, Prof. of Educ., Univ. of Minn., Minneapolis (Reprints $.25 single copy; 10 or more $.15 each).

Descriptors: Administrative Problems/ *Educational Research/ *Incentive Systems/ Inservice Programs/ *Inservice Teacher Education/ Surveys/ Teacher Administrator Relationship/ *Teacher Improvement/ *Teacher Motivation/ Teacher Orientation / Teacher Salaries

Identifiers: North Central Association

This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Chapter 1 discusses the project's rationale and the procedures used in gathering data from literature, visits, and discussions with administrators, attendance at panels and discussions, and questionnaire replies obtained from 259 principals and 1,197 teachers in a 261-school cross section of North Central Association members. Chapter 2 presents discussion and summary lists of observations, conclusions, and suggestions (compiled from the data) on conditions and procedures conducive to the development of the teacher attitudes and behavior which result in continuous professional growth. Topics include elements of a good inservice program, major problems faced by principals in initiating programs, important characteristics of teacher orientation and induction programs, school-community relations incentives, specific salary incentives, and advantages to inservice education of an extended school year. Chapter 3 lists 60 practices principals have found to be effective and 60 incentives listed by teachers as the most promising in their own school systems. A summary of conclusions and a 17-item bibliography are included. (JS)

ED022264 EA001630 MF

Personalized Supervision: Source and Insights.

Berman, Louise M.; Usery, Mary Lou

Association for Supervision and Curriculum Development. Washington, D.C.

Publ. Date: 66 Note: 64p.

Available from: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.75)

Descriptors: *Administrator Role/ Case Studies (Education)/ Classroom Environment/ *Interaction Process Analysis/ *Supervisory Methods/ Supervisory Training/ *Teacher Behavior/ *Teacher Supervision/ Verbal Communication

This booklet suggests new methods to personalize supervision by giving teachers and supervisors more concrete techniques and information with which to develop their abilities. Examination of several teaching and supervisory studies provides insights into the supervisory role and teacher behavior. Four models for supervisory practice are suggested. (TT)

ED017999 EA001199 MF

SUPERVISION--PERSPECTIVES AND PROPOSITIONS.

LUCIO, WILLIAM H. ; AND OTHERS

Association for Supervision and Curriculum Development, Washington, D.C.

Publ. Date: 67 Note: 64P.

Descriptors: Decision Making/ Educational Administration/ Educational Change/ *Educational Objectives/ Organizational Climate/ Personnel Policy/ *School Organization/ Student Behavior/ *Supervision/ *Supervisors/ *Supervisory Activities/ Supervisory Methods/ Systems Approach/ Teacher Behavior/ Teaching

Identifiers: DISTRICT OF COLUMBIA

FOUR POSITION PAPERS PRESENT CURRENT PERSPECTIVES AND PROPOSITIONS ABOUT SUPERVISION, EMPHASIZING ITS GOAL-ORIENTED INSTRUCTIONAL ASPECTS, DIFFERENTIATED SUPERVISORY FUNCTIONS, AND A TEAM APPROACH TO SUPERVISORY TASKS. SUBJECTS CONSIDERED INCLUDE--(1) THE SUPERVISORY FUNCTION--CONCEPTS OF ORGANIZATION WHICH HAVE AFFECTED SUPERVISORY PURPOSES AND PRACTICES AND POSSIBLE DIRECTIONS FOR SUPERVISORY THOUGHT, (2) A PERSPECTIVE FOR VIEWING INSTRUCTIONAL SUPERVISORY BEHAVIOR--ORGANIZATIONAL VARIABLES AFFECTING SUPERVISION AND SCHEMATA FOR VIEWING INSTRUCTIONAL SUPERVISION IN RELATION TO THE FUNCTIONS OF GOAL DEVELOPMENT, COORDINATION AND CONTROL, MOTIVATION, PROBLEM SOLVING, PROFESSIONAL DEVELOPMENT, AND EVALUATION, (3) SUPERVISION AS TEACHING, AN ANALOGUE--SOME OF THE ELEMENTS IN SUPERVISION, PARTICULARLY THE TEACHING ASPECTS OF SUPERVISION, AND (4) IMPLICATIONS FOR EDUCATIONAL PRACTICE--PROPOSITIONS ADVANCED IN OTHER SECTIONS AND EXAMPLES OF SUPERVISORY PROGRAMS. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

ED017985 24 EA001176 MF & HC

TRAINING EFFECTS OF FEEDBACK AND MODELING PROCEDURES ON TEACHING PERFORMANCE.

ALLEN, DWIGHT W.; MCDONALD, FREDERICK J.

Stanford Uni.., Calif. School of Education.

Report No.: BR-5-1030

Contract No.: OEC-6-10-078

Publ. Date: 67 Note: 232P.

Descriptors: Effective Teaching/ *Feedback/ Learning Processes/ Literature Reviews/ Models/ Questionnaires/ *Reinforcement/ Self Evaluation/ Statistical Analysis/ Supervisors/ Teacher Behavior/ *Teacher Education/ *Teacher Interns/ *Teaching Skills/ Training Laboratories/ Video Tape Recordings

Identifiers: STANFORD

THIS REPORT DESCRIBES A SERIES OF EXPERIMENTS TO ASSESS THE USEFULNESS OF TELEVISION RECORDINGS IN IMPROVING TEACHING PERFORMANCE. OBJECTIVES OF THE STUDY ARE (1) TO COMPARE THE EFFECTS OF SELF-EVALUATION OF A TEACHING PERFORMANCE WITH FEEDBACK PROVIDED BY A SUPERVISING INSTRUCTOR, (2) TO COMPARE THE EFFECTS OF REINFORCEMENT DELAY, AND (3) TO COMPARE THE EFFECTS OF PERCEPTUAL MODELING DEMONSTRATION OF A DESIRED BEHAVIOR WITH THOSE PRODUCED BY PROVIDING A WRITTEN DESCRIPTION OF THE BEHAVIOR AND TO COMPARE THE EFFECTS OF COMBINING REINFORCEMENT WITH EACH. EACH OBJECTIVE WAS THE SUBJECT OF A SEPARATE EXPERIMENT CONDUCTED UNDER HIGHLY CONTROLLED, LABORATORY-LIKE CONDITIONS. IT IS CONCLUDED THAT THE RESULTS OF THIS STUDY SUPPORT THE ASSUMPTION THAT THE RATE AND LEVEL OF LEARNING A GIVEN TEACHING STRATEGY VARY AS A FUNCTION OF THE MODE OF MODEL PRESENTATION. THERE IS EVIDENCE TO INDICATE THAT PERCEPTUAL MODELING PROCEDURES ARE CHARACTERIZED BY DISTINCTIVE CUING PROPERTIES WHICH TEND TO RECOMMEND THEM OVER SYMBOLIC MODELING PROCEDURES FOR USE IN TRAINING CONTEXTS ANALAGOUS TO THOSE DESCRIBED IN THE EXPERIMENT. (HW)

ED014816 24 EA000939 MF & HC

THE INNOVATION AND SHARING OF TEACHING PRACTICES I--A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.

BARAKAT, HALIM I.; CHESLER, MARK A.
Michigan Univ., Ann Arbor. Inst. for Social Research.

Report No.: BR-5-0268-FR-CRP-2636
Contract No.: OEC-5-10-241
Publ. Date: JUL67 Note: 259P.

Descriptors: Bureaucracy/ Elementary School Teachers/ Instructional Improvement/ *Instructional Innovation/ Organizational Climate/ *Peer Relationship/ Principals/ Role Perception/ Secondary School Teachers/ *Social Structure/ Social Systems/ Sociometric Techniques/ *Teacher Administrator Relationship/ Teacher Alienation/ Teacher Behavior/ Teacher Characteristics/ Teacher Role/ *Teaching Procedures

Identifiers: ANN ARBOR

IN A STUDY TO DETERMINE THE PERSONAL AND ORGANIZATIONAL CONDITIONS ASSOCIATED WITH INNOVATION AND SHARING OF CLASSROOM TEACHING PRACTICES, DATA WERE ANALYZED FROM A 95 PERCENT RESPONSE (473 OF 499 TOTAL) TO A SELF-REPORT QUESTIONNAIRE ADMINISTERED TO THE ENTIRE PROFESSIONAL STAFF OF THREE SCHOOL SYSTEMS COMPRISING 21 ELEMENTARY AND SECONDARY SCHOOLS IN SOUTHEASTERN MICHIGAN. FINDINGS INDICATE THAT TEACHERS WHO FEEL THAT THEIR OWN PERSONAL POWER AND THAT OF THEIR COLLEAGUES IS INFLUENTIAL IN SCHOOL DECISIONMAKING PROCESSES ARE MORE OFTEN INVOLVED IN INNOVATING AND SHARING. TEACHERS WHO ARE MORE INTIMATELY INVOLVED IN PROFESSIONAL EXCHANGE TRANSACTIONS WITH THEIR COLLEAGUES ARE ALSO MORE LIKELY TO BE HIGHLY INVOLVED IN INNOVATING AND SHARING. STAFF FEELING THAT THERE IS STRONG PRESSURE TO CONFORM TO SCHOOL NORMS AND PROCEDURES IS NEGATIVELY RELATED TO INNOVATION. FINALLY, INNOVATIVE TEACHERS SEE THEIR PRINCIPAL AS INSURING PROFESSIONAL AUTONOMY BY MEDIATING EXTERNAL PRESSURES AND PROVIDING FREEDOM FROM INTERNAL PRESSURES. THE SHARING OF CLASSROOM PRACTICES REQUIRES SOME MECHANISM FOR INFORMATION PROCESSING AMONG PEERS WHILE INNOVATION DOES NOT. IMPLICATIONS OF THE STUDY ARE SUMMARIZED AS AIDS IN THE PLANNING OF EDUCATIONAL CHANGE PROGRAMS. (JK)

ED012099# EA000562

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

AMIDON, EDMUND; BLUMBERG, ARTHUR
Chicago Univ., Ill. Midwest Administration.

Publ. Date: SEP65
DOCUMENT NOT AVAILABLE FROM EDRS.

Descriptors: Behavior/ Educational Research/ *Interaction Process Analysis/ Perception/ Principals/ *Supervisors/ Supervisory Methods/ *Teacher Administrator Relationship/ *Teacher Evaluation/ *Teachers

Identifiers: CHICAGO/ TEMPLE UNIVERSITY

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION WERE ANALYZED TO SUPPORT THE HYPOTHESIS THAT FOUR GROUPS, REPRESENTING DIFFERENT PERCEPTIONS OF SUPERVISORY BEHAVIOR, WOULD DIFFER WITH RESPECT TO TEACHER EVALUATIONS OF CONFERENCE PRODUCTIVITY, CONFERENCE LEARNING, AND THE COMMUNICATIVE ATMOSPHERE. THE 166 GRADUATE INSERVICE TEACHERS AT TEMPLE UNIVERSITY'S COLLEGE OF EDUCATION WHO HAD BEEN INVOLVED IN SUPERVISORY CONFERENCES WITH THEIR PRINCIPALS DURING THE PAST YEAR WERE SUBJECTS OF THE STUDY. DATA WERE OBTAINED FROM QUESTIONNAIRES ADOPTING FLANDERS' INSTRUMENT FOR ANALYSIS OF TEACHER-PUPIL INTERACTION IN THE CLASSROOM AND FROM TEACHER EVALUATIONS OF COMMUNICATIVE FREEDOM AND SUPPORTIVENESS, LEARNING OUTCOMES, AMOUNT OF SUPERVISORY TALK, AND GENERAL PRODUCTIVITY IN THE SUPERVISORY CONFERENCE. FROM A DISTINCTION BETWEEN DIRECT BEHAVIOR (GIVING INFORMATION, OPINION, DIRECTION, COMMAND, OR CRITICISM) AND INDIRECT BEHAVIOR (ACCEPTING FEELINGS OR IDEAS, PRAISING, AND ASKING QUESTIONS), FOUR GROUPS OF TEACHERS WERE IDENTIFIED FOR COMPARATIVE STUDY. OBSERVATIONS INCLUDED--(1) TEACHERS DISCRIMINATE WELL AMONG A VARIETY OF SUPERVISOR BEHAVIORS, (2) TEACHERS HOLD A WIDE RANGE OF PERCEPTIONS ABOUT THE BEHAVIOR OF THEIR SUPERVISORS, (3) CERTAIN PATTERNS OF PERCEIVED SUPERVISOR BEHAVIOR PRODUCE CONSISTENT TYPES OF REACTIONS IN TEACHERS, WHILE OTHERS PRODUCE AN INCONSISTENT RESPONSE, (4) PERCEPTIONS OF SUPERVISOR BEHAVIOR THAT ARE MOST INDIRECT PRODUCE THE MOST CONSISTENT REACTONS, AND (5) RESEARCH AND TRAINING NEED TO BE FOCUSED ON THE SPECIFIC BEHAVIORAL ASPECTS OF THE AUTHORITY FIGURE IN EDUCATIONAL SETTINGS. THIS ARTICLE WAS PUBLISHED IN THE "ADMINISTRATOR'S NOTEBOOK," VOLUME 14, NUMBER 1, SEPTEMBER 1965 AND IS AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, THE UNIVERSITY OF CHICAGO, 5835 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, 6 PAGES, $0.25. (HM)

ED127369 95 TM005529 MF & HC
Beginning Teacher Evaluation Study: Phase II, 1973-74, Final Report: Volume IV. Pupil and Teacher Tests.
Ekstrom, Ruth B.
California State Commission for Teacher Preparation and Licensing, Sacramento.; Educational Testing Service, Princeton, N.J.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: ETS-PR-76-11
Publ. Date: Jul 76 Note: 95p.; For related documents, see TM 005 524-535

Descriptors: Academic Achievement/ Achievement Tests/ Aptitude Tests/ Cognitive Style/ Criterion Referenced Tests/ Diagnostic Tests/ Effective Teaching/ Elementary Education/ *Elementary School Students/ *Elementary School Teachers/ Expectation/ Films/ Grade 2/ Grade 5/ Interviews/ Item Analysis/ Knowledge Level/ Mathematics/ Norm Referenced Tests/ Principals/ Questionnaires/ Reading/ Reading Tests/ Standardized Tests/ Statistical Analysis/ Student Characteristics/ *Student Testing/ Teacher Attitudes/ Teacher Behavior/ Test Reliability/ *Tests/ Test Selection

The Beginning Teacher Evaluation Study (BTES), Phase II, was a research project on effective teaching behavior--what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Forty-one second grade and 54 fifth grade experienced teachers participated in the study. This volume focuses on the teacher and pupil measures used in the study. Student background measures included demographic data, academic ability, and cognitive style. Student achievement measures included cognitive skills, decoding, reading comprehension, mathematics application, and mathematics attitude. A variety of teacher measures were used--tests of teacher aptitude and cognitive style, teaching and subject matter knowledge, and teacher attitudes toward teaching. Other measures were also included in the study: a diagnostic film test, a teacher questionnaire on the school setting, a teacher background questionnaire, a Likert scale to elicit teacher and principal perceptions of school climate, an instrument to elicit teacher expectations for pupil performance, a pupil survey questionnaire completed by the teacher, a parent questionnaire, a questionnaire for principals on school characteristics, and a structured interview with the principals. (RC)

ED126132 95 TM005388 MF
A Questionnaire Method for Measuring the Autonomy/Equality Norm.
Packard, John S.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: Mar 76 Note: 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
Available from: Center for Educational Policy and Management, University of Oregon, 1472 Kincaid Street, Eugene, Oregon 97403

Descriptors: *Behavior Rating Scales/ *Behavior Standards/ Elementary School Teachers/ Group Behavior/ Interprofessional Relationship/ Models/ Questionnaires/ School Organization/ Social Systems/ Statistical Analysis/ Teacher Administrator Relationship/ *Teacher Attitudes/ *Teacher Behavior/ *Teacher Characteristics/ Teacher Role/ Test Construction/ Test Reliability/ Test Validity
Identifiers: Lortie Autonomy Equality Norm/ *Teacher Autonomy/ *Teacher Equality

Lortie has described teacher sentiments that meld into a structure called the autonomy/equality norm. This norm helps preserve the separation of teaching from organizational and collegial purviews. As part of a larger study which looks for conditions that affect and are influenced by variations in task interdependence among teachers, an effort was made to develop a questionnaire technique for measuring the norm simultaneously in a number of elementary schools. Questions were constructed on the conceptual and operational framework proposed by Jackson as a means to portray and measure norms. This largely methodological paper gives the essential underlying concepts and describes the instrument, its capabilities and scoring procedures. In addition, certain analyses are reported in which characteristics of the norm are shown in relation to other organizational features. The regulatory potential of the autonomy and equality norm seems rather stable over time but fluctuates with changes in membership stability and task interdependence. (Author)

ED125702 95 JC760377 MF & HC
About the Faculty; A Brief Highlighting Important Literature Since 1971 on Faculty Characteristics, Attitudes, Satisfaction, Preparation, Evaluation, and Collective Bargaining.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: May 76 Note: 28p.

Descriptors: *College Faculty/ Community Colleges/ Faculty Evaluation/ Job Satisfaction/ *Junior Colleges/ *Literature Reviews/ Part Time Teachers/ Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Characteristics/ Teacher Education/ Teaching Load
This document presents a compilation of abstracts of the various published and unpublished materials written about community college faculty since 1971. The abstracts are divided into eight categories: (1) comprehensive sources, (2) faculty characteristics (personality, attitudes, values, and satisfaction), (3) faculty preparation and staff development, (4) faculty evaluation, (5) faculty workload, (6) faculty-administrator relationships, (7) part-time faculty, and (8) miscellaneous. A short synopsis of what the literature tells us is also included. (DC)

ED122414 EA008206 MF & HC
Four Hundred Elementary School Teachers Look at the Elementary School Principalship.
Stoker, W. M. Fred
Publ. Date: 75 Note: 11p.

Descriptors: Administrator Background/ Administrator Qualifications/ Administrator Role/ *Administrator Selection/ Elementary Education/ *Principals/ Surveys/ *Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Participation/ Teachers
Identifiers: *Texas
During the summer of 1974 16 students, all experienced teachers, devised an opinionnaire scale concerning the elementary school teacher attitudes toward the elementary school principal. Each investigator conducted interviews, either by telephone or in person, with 25 experienced elementary teachers from several Texas Panhandle districts. The following questions were asked: How do elementary school principals spend their time? What kinds of principals' activities have been most helpful to you? How was your principal selected? What was his background? How should principals be selected? Should teachers be involved in this selection? How should the ideal principal spend his time? What could he do to be of most help to you as a teacher? What principals' activities actually impair your teaching effectiveness? Should the principals' positions be restricted to men or to women? Should teachers be involved in administration of the elementary school? The teachers were also asked to describe the ideal principal. This report is made up of generalizations on the 400 teachers' reactions to these questions. (Author/IRT)

ED103957 EA006877 MF & HC
The Substance of Trust Between Teachers and Principals.
Blumberg, Arthur; And Others
Publ. Date: Apr 75 Note: 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

Descriptors: *Credibility/ Definitions/ Elementary Secondary Education/ *Interpersonal Relationship/ *Occupational Surveys/ Personal Values/ Principals/ *Statistical Analysis/ Statistical Data/ *Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Characteristics
The purpose of this study was to clarify the meaning of "trust" as it applies to relationships between teachers and principals. First, 85 teachers were asked to explain the meaning of the statement, "I trust my principal"; a modified Q-sort of these data yielded 10 dimensions of trust. Then, 145 respondents were asked to indicate which of the 10 dimensions they felt was most important. Various demographic data were also collected from these respondents. The 10 dimensions of trust were then rank ordered on the basis of the teachers' responses, and a responses, and a chi-square test was used to correlate differences in rankings with selected demographic variables. Results of the analysis indicate differences in the importance of the various dimensions of trust. These differences depend on the sex of the teacher as compared to the sex of the principal. (Author/JG)

ED101759 JC750110 MF & HC

A Study of the Relationship of Dogmatism and Academic Preparation of Faculty to Administrative Structure Preference at the Faculty Administrative Interface.

Burger, Vernon K.

Publ. Date: Apr 74 Note: 43p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

Descriptors: *Administrative Organization/ Cluster Colleges/ *College Teachers/ Departments/ *Dogmatism/ Interdisciplinary Approach/ *Junior Colleges/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Background/ Teaching Experience

Identifiers: *Cuyahoga Community College/ Rokeach Dogmatism Scale

Cuyahoga Community College--Eastern Campus is attempting to devise an organizational structure which facilitates an open, creative environment, and to select faculty who have attitudes consonant with openness and experimentalism. The purpose of this study was to determine if there were relationships between (1) dogmatism of faculty and their preference for interdisciplinary cluster or discipline division organization, (2) academic preparation and preference for clusters or divisions, and (3) dogmatism and academic preparation. Twenty-five full-time faculty completed two questionnaires: the Rokeach Dogmatism Scale and a questionnaire listing administrative tasks to determine cluster or division preference. Academic background and preparation data were also solicited. No significant relationship was found to exist between dogmatism of faculty, semester hours in education courses, semester hours beyond the Master's, community college teaching experience, secondary school teaching experience, or four-year school teaching experience and faculty preference for clusters or divisions. Dogmatism and educational or teaching background were also found to have no relationship. Significant relationships were found in two areas: (1) Academic disciplines and preference for clusters or divisions; and (2) Dogmatism and hours beyond Master's Degree. (Author/AH)

ED101415 95 EA006465 MF & HC

Participative Decision Making. The Best of ERIC Series, Number 7.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: OEC-8-080353-3514

Publ. Date: Mar 75 Note: 5p.

Available from: ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

Descriptors: *Annotated Bibliographies/ Bibliographies/ *Conflict/ *Decision Making/ Decision Making Skills/ Elementary Secondary Education/ Governance/ Job Satisfaction/ Participant Involvement/ *Participation/ Principals/ School Administration/ Student Participation/ *Teacher Administrator Relationship/ Teacher Participation

The 21 sources in this annotated bibliography--all of which are in the ERIC system--represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decisionmaking process. The bulk of the articles and documents are concerned with the desire of teachers and students to be included in decisionmaking and with administrator responses to this desire. Discussion of the often overlooked controversy over the inclusion of principals in district-wide decisionmaking is also included. (Author)

ED093414# JC740227

A Case Study of Acceptance and Rejection of Innovation by Faculty in a Community College.

Purdy, Leslie Noble

Publ. Date: 73 Note: 241p.; Ph.D. Dissertation, University of California, Los Angeles

Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-11,563, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors: Adoption (Ideas)/ Case Studies/ Community Colleges/ Group Dynamics/ *Group Unity/ *Instructional Innovation/ Teacher Administrator Relationship/ *Teacher Attitudes/ *Teacher Behavior

A study was conducted to examine factors that influence the acceptance and rejection of instructional innovations by faculty at one community college and to identify elements in the college environment that influence the teacher's choices of instructional methods. An 8-month participant observation of the instructors was made. An attempt was made to develop a model of the process by which teachers accept or reject innovations. The major finding is that the instructors require autonomy in a psychological and physical work domain which is called here "work space." Faculty subgroups serve, among other things, to protect teachers' work space from administrative interference and from peer interference. Because technological innovations require greater administrative and peer interference than traditional methods do, they are more threatening to faculty autonomy. It was concluded that the more a teacher feels administrative protection of faculty work space, the more positive his response to instructional innovations. Teachers tend to experiment with and adopt technological innovations in groups rather than as individuals because this approach maximizes teacher control. (Author/KM)

ED087754 SP007739 MF & HC
A Career Development Study of Elementary School Teachers.
Fitzgerald, Sheila M.
Publ. Date: 72 Note: 22p.

Descriptors: *Job Satisfaction/ *Needs/ Teacher Administrator Relationship/ *Teacher Attitudes/ *Teacher Employment/ Teacher Improvement/ Teacher Morale/ Teacher Promotion/ *Teachers/ Teaching Benefits
Identifiers: Minnesota Importance Questionnaire/ Minnesota Satisfaction Questionnaire
Attitudes of career elementary school teachers concerning satisfaction with their current positions and the fulfillment of their career needs are examined in this study of 178 graduate education students. The measurement instrument for the study included a) a request for personal information, employment data, and career aspirations; b) 100 items measuring satisfaction with current teaching position; and c) 100 corresponding items to determine the felt needs of teachers with regard to their careers. The latter 200 items yielded 25 satisfaction scales and 25 matching need scales. Responses of the study population indicate that career teachers are less than satisfied with their current positions on most of the scales tested. The study findings suggest that schools of education should a) question whether their programs are having the desired effect in school systems; b) develop conditions that facilitate completion of post graduate studies and encourage commitment to the teaching profession; c) find ways to attract more males to advanced study in curriculum areas; and d) develop instructional programs that encourage creativity in the classroom. Implications for school systems are that evaluation programs should give more priority to teacher satisfaction and a more flexible use of staff would attract talented teachers to part-time service. Comparisons are made of subgroups with regard to age, sex, marital status, and level of education. The report includes three tables and a bibliography. (HMD)

ED085018 HE004912 MF & HC
Faculty Attitudes Towards the Administration.
Rossington, David R.
Publ. Date: Apr 73 Note: 35p.; Paper prepared for the American Council on Education Academic Administration Internship Program

Descriptors: *Administrative Policy/ *College Faculty/ College Planning/ *Educational Administration/ Educational Objectives/ *Higher Education/ Institutional Role/ Resource Allocations/ Teacher Administrator Relationship/ *Teacher Attitudes
This report studies faculty attitudes toward the administration in a university during the 1970s. Questionnaires were sent to all faculty members of a large university. A 40% response emphasized the concern over: ten "most important" faculty goals, ten "most important" administration goals, resource allocation, institutional goals, and institutional planning. (MJM)

ED078829 JC730166 MF & HC
The Relationship Between Perceived Influence Measures and Member Attitudes of (A) Policy Agreement, (B) Superior-Subordiante Relations, and (C) Peer Relations in Selected Community College Departments in Maryland -- A Summary.
Cook, Gordon
Publ. Date: 72 Note: 21p.

Descriptors: *Administrator Attitudes/ College Faculty/ *Community Colleges/ Correlation/ *Hypothesis Testing/ Organizational Climate/ Post Secondary Education/ *Power Structure/ Questionnaires/ Statistical Analysis/ *Teacher Attitudes
Identifiers: *Maryland
An investigation was made of influence in 77 academic departments of 11 community colleges in Maryland. The purposes of the investigation were to examine the relationship of perceived measures of influence to member attitudes of (a) policy agreement, (b) superior-subordinate relations, (c) peer relations; to examine the slopes of the distribution of actual influence and the distribution of actual influence over programming curves; and to examine the amount of passive influence within departments. Twelve hypotheses were tested. All full-time teaching faculty within the 77 departments were asked to complete a questionnaire during Fall 1971. A total of 662 usable questionnaires (60%) were returned. Analyses of the data showed positive and significant correlations between total amount of actual influence and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were negative and significant correlations between variability among the orientation of influence curves and member attitudes of policy agreement and superior-subordinate relations; there was a negative and non-significant correlation between variability among the orientation of influence curves and peer relations. The analyses showed negative and significant correlations between variability about the distribution of actual and ideal influence curves and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were significantly more negatively sloped distribution of actual influence curves than positively sloped curves, and there were significantly more positively sloped distribution of influence over programming curves. There were no significant differences in the means which determine passive influence curves within the departments. (DB)

ED077922 SP006627 MF & HC

Relationship Between Attitudes and Characteristics of Student Teachers.

Campbell, Donald E.

Note: 25p.

Descriptors: *Administrator Attitudes/ *Measurement Instruments/ Measurement Techniques/ *Student Teachers/ Student Teaching/ *Teacher Attitudes/ *Teacher Characteristics

This study examined the relationship between attitudes of student teachers and ratings of student teachers according to characteristics deemed most desirable of teachers. The Minnesota Teacher Attitude Inventory (MTAI), which purportedly predicts how well a teacher will get along in interpersonal relationship, was chosen as the instrument to obtain expressions of attitudes of student teachers to children and school work. Characteristics of a teacher which were deemed most desirable by school administrators were assumed to be those items included on forms used to obtain staff recommendations. The study was initiated just before the conclusion of a semester of student teaching. Within the limits of this investigation, little relationship was found to exist between the attitude of student teachers as expressed at the end of a student teaching experience and the ratings of characteristics desired by school administrators. The paired comparison technique for assessment of desired teacher characteristics provided an operational taxonomy for determining the strongest characteristics of a student teacher. (Tables with results are included as appendixes.) (JA)

ED074619 EA005017 MF & HC

Decision Making at the Institutional Level.

McClure, Robert M.

Publ. Date: Mar 73 Note: 11p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

Descriptors: Community Influence/ *Curriculum Development/ *Curriculum Planning/ *Decision Making/ Educational Objectives / *Educational Research/ Models/ Objectives/ Organization/ Principals/ Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Participation

An analysis of data from two studies and reviews of selected literature are used to describe (1) problems of decision making at the institutional level; (2) those decisions now being made at inappropriate levels according to criteria generated by the data; and (3) alternative forms of decision making, including change strategies. Data selected for inclusion pertain to the following areas: process of faculty adaptation of models for curricular decision making; organizational forms promoting wide teacher involvement in decision making; teacher attitudes about participation; small group norms, levels of commitment, and cohesion; and procedures, processes, and products typically used by faculty groups embarking on institutional tasks. (Author)

ED073064 SP006055 MF & HC

Problems Perceived by Seventy-Five Beginning Elementary School Teachers.

Franc, Lillian H.

Publ. Date: 70 Note: 30p.

Descriptors: Classroom Environment/ *Educational Problems/ *Elementary School Teachers/ Instruction/ Interprofessional Relationship/ *Student Teacher Relationship/ *Teacher Administrator Relationship/ *Teacher Attitudes

This descriptive study concerns problems in teaching as perceived by 75 beginning elementary school teachers. Two data-gathering instruments were developed: a 10-item open-ended questionnaire and a partially structured interview guide. The responses of the questionnaire were classified according to qualitative and quantitative data. The subcategories of quantitative data were problems perceived by beginning teachers, problems perceived as most urgent, sources of help, college program as related to identified problems, teachers' organizations in relation to identified problems, and sources of on-the-job satisfaction. The three subcategories of qualitative data were problem sense, adequacy, and commitment. Results show that the problems perceived by beginning teachers include (a) instruction, (b) control and attention, (c) use of materials, (d) use of time, (e) interpersonal relationships, and (f) use of space. The study also shows that (a) the administrator is the greatest source of help, (b) teachers' organizations are generally ineffective, (c) teacher-pupil interaction gives the most job satisfaction, and (d) teacher-administrator relationship is an urgent problem. The results also indicate difficulty among teachers in coping with identified problems. Also reported is a lack of self-adequacy. However, two-thirds of the teachers saw a commitment to a larger human need as related to identified problems. Ten tables of statistical results are presented.) (BRB)

ED067775 88 EA004633 MF & HC

Final Evaluation Report for the Alternative Schools Project 1971-72.

Gibboney, Richard A.; Langsdorf, Michael G.
Pennsylvania Univ., Philadelphia. Graduate School of Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: Jul 72 Note: 80p.

Descriptors: Academic Achievement/ *Alternative Schools/ Community Attitudes/ Decision Making/ Discovery Learning/ *Educational Experiments/ *Educational Objectives/ Humanization/ Open Education/ *Program Attitudes/ *Program Evaluation/ Self Actualization/ Student Attitudes/ Student Centered Curriculum/ Student Participation/ Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Participation
Identifiers: *Alternative Schools Project/ Elementary Secondary Education Act Title III/ ESEA Title III

This report presents data pertaining to 13 different project objectives grouped by student, teacher, and community objectives. Student objectives covered self-initiated learning, competency in verbal and math skills, attitudes toward the alternative school, involvement in decisionmaking, community involvement, evaluation, self image, and students functioning as teachers. Teacher objectives were a positive alternative school attitude, use of a variety of teaching methods and materials, participation in decisionmaking, and frequent evaluation of administration. The community objective called for the community to have a positive attitude toward the alternative school. For each objective, the report describes the method of data collection, the data, the procedure used to analyze the data, and the conclusions drawn. The final section of the report on student attitudes compares the attitudes toward school of the alternative school students with those of a comparison group. (Author/DN)

ED049551 24 EA003475 MF & HC

Role Consensus: The Case of the Elementary School Teacher.

Foskett, John M.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No.: BR-5-0217
Contract No.: OEC-4-10-163
Publ. Date: 69 Note: 122p.
Available from: CASEA Editor, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 ($2.00)

Descriptors: Administrator Role/ Community Attitudes/ *Community Surveys/ Comparative Analysis/ *Elementary School Teachers/ Group Norms/ Principals/ *Role Perception/ *Role Theory/ Teacher Behavior/ *Teacher Role

Role consensus is the extent to which agreement exists among the individuals in a group, between groups, or between cities. In three markedly different communities, teachers, principals, superintendents; school boards, and citizens were surveyed for their views on 45 norm items pertaining to the role of the elementary school teacher. Within each of these populations there was a wide range of agreement on the items. Little variation existed in the views of the populations from one community to another, with the exception of superintendents. Likewise, within the same community, the views of the populations were relatively similar, with teachers having slightly more agreement about their own role than did citizens. When teachers were asked to estimate the differences between their views and those of other populations, they tended to overestimate differences between their views and those of citizens and to underestimate differences between their views and those of their principals. (RA)

ED046885 24 SP004626 MF & HC
Professional Socialization and Teacher Autonomy.
Edgar, Donald E.; Brod, Rodney L.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.: TR-12 Bureau No.: BR-5-0202
Contract No.: OEC-6-10-078
Publ. Date: Aug 70 Note: 72p.

Descriptors: *Beginning Teachers/ Peer Relationship/ *Socialization/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Evaluation/ Teacher Orientation/ Teacher Supervision
Identifiers: Autonomy Attitudes Inventory
A study examined how new teachers become socialized into their profession and how this socialization process affects their attitudes toward professional autonomy. A pretest-posttest correlation design was used to investigate the effects of both organizational evaluators' attitudes and prevailing school-staff climate on teacher attitudes toward professional autonomy. (Power, resources, and affect were independent variables; attitude changes in relation to teacher autonomy the major dependent variable.) The 38-item Autonomy Inventory developed for the study was administered to all new teachers in a large California school district before their teaching experience began and to all experienced teachers (N=523) and administrators (N=89) to obtain comparative data on those to whom the new teachers would have to adapt. Posttests were administered in April after all had been subject to at least one formal evaluation in their school, and all new teachers (N=115) were interviewed to identify the significant other for each to obtain measures of behavioral autonomy and feelings of "legitimacy" and "satisfaction." Conclusion: New teacher attitudes toward autonomy vary across task areas. The nature of new teacher relationships with significant others, both organizational evaluators and school staff, help determine the direction of change in teacher attitudes toward professional autonomy in these task areas. (The questionnaire and complete findings are included.) (Author/JS)

ED042561 RC004637 MF & HC
An Experimental Study of Teacher Morale in Selected School Districts of North Dakota.
Bergeth, Robert L.
Publ. Date: Aug 70 Note: 132p.

Descriptors: Age/ Community Support/ *Doctoral Theses/ Educational Background/ *Prediction/ *Rural School Systems/ Statistical Analysis/ Teacher Administrator Relationship/ *Teacher Characteristics/ *Teacher Morale/ Teacher Salaries/ Teaching Experience

The major purpose of this study was to determine whether significant differences in morale existed among teachers employed by rural school districts. Major hypotheses dealt with the combination of biographical variables that best predict teacher morale, differences in morale among teachers grouped by salary level, and differences in morale among teacher grouped according to level of salary increase. The research sample of 46 school districts was selected from all high school districts in North Dakota whose 1968-69 high school enrollment was 400 or less in grades 9-12. The Purdue Teacher Opinionaire (PTO) was distributed to 809 teachers; 545 responses were used in the analysis. The PTO contained a total morale score and 10 factor scores relation to teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. Statistical techniques used included stepwise backward multiple linear regression, analysis of variance, and analysis of covariance. When the PTO total morale score was used as the criterion, the significant predictors of morale were educational preparation, years of teaching experience, and age. (Author/JH)

ED037417 SP003712 MF & HC

Decisional Participation Among Teaching Personnel and Perceptions of Administrative Influence.

Alutto, Joseph A.; Belasco, James A.

Publ. Date: Mar 70 Note: 17p.; Paper presented for the annual meeting of the American Educational Research Association, Minneapolis, March 1970

Descriptors: *Administrative Organization/ Administrator Role/ *Decision Making/ Elementary School Teachers/ Power Structure/ *Schools/ Secondary School Teachers/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Participation

If previously discovered influence-participation relationships are applicable to operating school systems it should mean that by allowing and fostering increased decisional participation by teaching personnel, administrative officials should discover an increase in their relative influence. A study explored two questions: Among teachers is there an identifiable relationship between extent of decisional participation and the perceived or preferred relative influence of administrative officials? Is any identifiable participation-influence relationship differentially distributed among the general teaching population? Relevant questionnaire data was solicited from teachers in two western New York school districts, one rural and one urban, with responses from 60 percent and 75 percent respectively. Variables included six demographic characteristics and commitment to school system. Findings resulting from correlational analyses: A negative relationship exists generally between the extent of decisional participation by teachers and the degree of perceived and preferred administrative influence. However, little relationship exists between those factors among unmarried male secondary teachers with 1-3 years service and low organizational commitment. Most consistent negative participation-influence relationships were found among married female elementary teachers with 4-10 years seniority and medium organizational commitment. (JS)

ED037416 SP003711 MF & HC

Commitment and Attitudes.

Belasco, James A.; And Others

Publ. Date: 70 Note: 21p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, March 1970

Descriptors: Elementary School Teachers/ Professional Recognition/ Secondary School Teachers/ *Standards/ Teacher Administrator Relationship/ Teacher Associations/ *Teacher Attitudes/ *Teacher Militancy/ Teacher Persistence/ *Teaching

A study examined the relationship between the commitment on the part of teachers to either their profession or their employing school districts and their attitudes towards professional and militant activities. The sample consisted of responses from 394 elementary and secondary school teachers (of 625 employed in two western New York school districts, one city and one central, comparable in size and enrollment). Attitudes were measured by a semantic differential scale, and commitment by a questionnaire regarding inducements necessary for the teacher to leave the profession or the district. Major findings: Organizational and professional commitments are significantly related to positive evaluations of professional activities and negative evaluations of militant activities. There is a much stronger relationship between demographic background factors and favorable evaluations of militant activities than between these factors and favorable evaluations of professional activities. The relationship between high organizational or professional commitment and unfavorable evaluation of militant activities was statistically significant only for females, while a significant relationship between high commitment and favorable evaluation of professional activities existed only for the under 29 age group. Individuals with higher organizational commitments were more negative toward militant activities; those with high professional commitment were not. (JS)

ED037383 SP003595 MF & HC

Effects of Teacher In-Service on Instruction and Learning.

Roberson, E. Wayne

EPIC Evaluation Center, Tucson, Ariz.

Publ. Date: 69 Note: 16p.

Descriptors: Academic Achievement/ *Behavioral Objectives/ *Classroom Observation Techniques/ Disadvantaged Youth/ Elementary School Students/ Elementary School Teachers/ Feedback/ *Inservice Teacher Education/ Principals/ *Reading Achievement/ Self Evaluation/ Student Attitudes/ Teacher Attitudes/ *Teacher Behavior

Identifiers: Edwards Personal Preference Scales/ EPIC Attitude Inventory, Flanders Interaction Analysis/ Halpin Croft Questionnaire/ Robersons Self Appraisal/ Stanford Reading Test

A study was designed to assess the change in teacher attitudes and methods and student attitudes and achievement as a result of a Teacher Self-Appraisal Inservice Program which included workshops on behavioral objectives, principal-directed teaching skills sessions, and training in Flanders' Interaction Analysis and Roberson's Self-Appraisal. Throughout the year six videotapes were collected on each of 20 teachers; they were coded and interpreted and teachers provided with feedback. Statistical tests were conducted at the end of the year to determine if any significant changes took place in the following data: (1) I/D ratios using data from Flanders' system; (2) percent of time spent in categories 1, 2, and 3 of Flanders' system, in encouraging verbal and nonverbal categories of Roberson's system, in closed method of teaching as opposed to open method of teaching in Roberson's system; (3) student and teacher attitude test scores; and (4) pre-post scores on reading tests, on a semantic differential scale, and on Edwards' Personal Preference Scales. Implications of the findings are that (1) such a program increases the reading achievement of disadvantaged children; (2) writing behavioral objectives at all cognitive and affective levels seems to bring about more change in teacher methods than does training in classroom observation systems; and (3) a teacher's attitude toward the organizational climate of a school may be affected by whether or not he understands the feedback he receives concerning teaching. (JS)

ED036178 24 EM007764 MF & HC

The Decision-Making Structure of Schools.

Dudley, Charles Jackson

Oregon Univ., Eugene. Center for Research in Occupational Planning.; Research for Better Schools, Inc., Philadelphia, Pa.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-6-2867

Contract No.: OEC-1-[illegible]-062867-3053

Publ. Date: 69 Note: 8p.; Paper presented at the Annual Meeting of American Educational Research Association (Los Angeles, Calif. February 1969)

Descriptors: *Comparative Analysis/ *Decision Making/ Power Structure/ Teacher Administrator Relationship/ Teacher Attitudes

Identifiers: Individually Prescribed Instruction/ IPI

Teacher perceptions of authority structures in three types of schools were studied. Teachers at Multiunit schools, Individually Prescribed Instruction (IPI) schools, and control schools were questioned as to who made certain decisions and what was the nature of the relationships of the people involved in a particular decision. This report discusses the results found at the various types of schools. In the control schools, the teachers have more autonomy, but have access to consultants for special problems. In the Multiunit schools, the teachers exercise less individual autonomy, but participate in making decisions at the unit level. In the Individually Prescribed Instruction schools, the teachers relinquish some of their authority in order to spend more time with individual students. (JY)

ED033888 SP003247 MF & HC

Psychophysiological Correlates of Female Teacher Behavior and Organizational Outputs.

Ellner, Carolyn Lipton

Publ. Date: 6 Feb 69 Note: 11p.; Paper read at the American Education Research Association Convention, 1969.

Descriptors: *Organizational Climate/ Psychophysiology/ Schools/ *Teacher Administrator Relationship/ *Teacher Behavior/ *Teacher Characteristics/ Teacher Evaluation/ *Teacher Role/ Women Teachers

A study was conducted to test two hypotheses: (1) A systematic relation exists between estimates of autonomic balance and measures of emotional behavior, reported teaching behavior, perceived stress in teaching, and teaching effectiveness. (2) The teacher who perceives her role similarly to her principal's perception of it as compared with one who perceives her role differently from her principal's perception would be judged a more effective teacher, be more satisfied with teaching, have a greater feeling of accomplishment, and regard teaching as a less stressful career. Subjects were 53 female graduates of UCLA teaching in 24 California school districts. Estimates of their autonomic balance had been obtained in previous studies. Information on teaching behavior, role relationships, and organizational attitudes was collected using four inventories in interviews with teachers and with their principals. Results obtained through correlational analysis supported the first hypothesis but not the second. (Conclusions are drawn regarding various factors of temperament and organizational behavior; relations between personality factors and teacher behavior; and factors related to principals' evaluations of teachers and to teacher satisfaction with teaching. Implications are suggested regarding probable effects of attempts to change teacher affective behavior and regarding the need for better communication concerning teacher role.) (JS)

ED031605 24 AA000390 MF & HC

The School Teacher: Social Values, Community Role, and Professional Self-Image. Final Report.

Simpson, Richard L.

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-5-0451

Contract No.: OEC-SAE-8703

Publ. Date: Aug 69 Note: 300p.

Descriptors: Administrator Attitudes/ Administrator Role/ Career Planning/ Education Majors/ *Goal Orientation/ *Professional Occupations/ *Professional Recognition/ *Public School Teachers/ Self Concept/ Teacher Attitudes/ Teacher Behavior/ Teacher Role/ *Teaching

Identifiers: North Carolina

This research study began as an attempt to discover the extent of professionalism and variables (individual, community, school, etc.) related to it among public school teachers. Preliminary analysis of survey data gathered from 3189 undergraduate college students and 9688 public school teachers indicated few relationships of any of the independent study variables to professionalism, and weak interrelations among the different aspects of professionalism. (Most of the related negative results are not presented in the report. The data-gathering instruments and a list of variables derived from them are included.) The principal focus of the research was therefore shifted somewhat, with primary attention devoted to an examination of such questions as: (1) the extent to which, and the ways in which, teaching is a professional occupation; (2) why teachers are not more professional; (3) why schools are not administered in more professionalizing ways; and (4) what the prospects are of altering the situation. The main general conclusion was that teaching is not a profession, mainly because it is a predominantly feminine occupation. The primacy of family rather than work role orientations among women keeps them from being professional in outlook or behavior. School administrators behave accordingly, so that schools are run bureaucratically rather than through collegial control by professional colleague groups. The resulting atmosphere in the schools affects male teachers, through selective recruitment into teaching of men whose orientations fit the prevailing situation and through pressures to conform. The situation is not likely to change. (Author/JH)

ED028130 SP002325 MF & HC

Teachers and Their Social Relationships.

Adams, Raymond S.

Publ. Date: Feb 69 Note: 27p.; Paper presented at the Annual Convention of the American Educational Research Assn., Los Angeles, California, February 5-8, 1969.

Descriptors: Parents/ Principals/ Questionnaires/ *Role Perception/ School Personnel/ *Social Relations/ Surveys/ Teacher Attitudes/ *Teacher Behavior/ *Teacher Role/ *Teachers

Identifiers: Australia/ England/ New Zealand/ United States

A study examined (1) how teachers in England, Australia, New Zealand, and the United States think others expect them to behave and (2) the amount of divergence existing between these expectations and the teacher's own attitudes. A teacher-questionnaire listed 10 teacher activities (derived from an interview phase of the study) representing behavior that the teachers themselves thought to be important in their social relations: attending PTA meetings regularly, accepting nonprofessional duties willingly, maintaining orderliness and quietness in the classroom, encompassing a broad range of educational goals, using corporal punishment, using free periods only for professional matters, adhering strictly to a prescribed curriculum, giving voice publicly on controversial topics, having an occasional drink at a local pub or bar, preparing pupils to "get ahead" in life. Respondents indicated their level of approval of each item and then indicated the degree of approval "perceived" in each of the four "significant other" groups (other teachers, principals, educational officials, and parents). Responses were converted to scale scores on a five-point scale and mean responses calculated by country. (Findings are presented in graph form, and conclusions are listed for each item and for the total study.) (JS)

ED014798 EA000837 MF & HC

TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR.

CARSON, ROBERT B. ; AND OTHERS

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Report No.: BR-5-0217-23

Contract No.: OEC-4-10-163

Publ. Date: 67 Note: 76P.

Descriptors: Boards of Education/ Community Leaders/ *Decision Making/ Educational Planning/ Elementary School Teachers/ Principals/ Role Perception/ *School Community Relationship/ School Superintendents/ Secondary School Teachers/ Tables (Data)/ *Teacher Behavior/ Teacher Influence/ *Teacher Participation/ *Teacher Role

Identifiers: EUGENE

TO EXAMINE THE ROLE AND FUNCTIONS OF TEACHERS AS SOCIAL PARTICIPANTS WITHIN THE SCHOOL AND IN THE COMMUNITY, QUESTIONNAIRE SURVEY DATA WERE ANALYZED FROM A 62 PERCENT RESPONSE OF TEACHERS (508 OF 816 TOTAL) AND A 93 PERCENT RESPONSE OF NONTEACHERS (81 OF 87 TOTAL) IN THREE WESTERN OREGON COMMUNITIES. AS VIEWED BY TEACHERS, NORMATIVE EXPECTATIONS AND ACTUAL PRACTICES OF TEACHERS FOR 16 EDUCATIONAL ACTIVITIES (E.G., TEACHING ASSIGNMENTS, PLANNING SCHOOL PLANT EXPANSION, AND DEVELOPING SCHOOL BUDGETS) WERE INDICATED ON A CONTINUUM RANGING FROM APPROPRIATENESS OF FORMAL PARTICIPATION IN SPECIFIC DECISIONMAKING PROCESSES TO POLICY ESTABLISHMENT AND EXTENT OF PERSONAL INVOLVEMENT. ADDITIONAL MEASURES WERE DETERMINED FOR TEACHER PERCEPTION OF THEIR APPROPRIATE SOCIAL PARTICIPATION AND INFLUENCE AT THE COMMUNITY LEVEL. AS VIEWED BY NONTEACHERS, COMPARATIVE DATA DEFINING TEACHER ROLE NORMS WERE OBTAINED FROM PRINCIPALS, SUPERINTENDENTS, SCHOOL BOARD MEMBERS, AND COMMUNITY INFLUENTIALS. GENERAL FINDINGS INDICATED THAT SOCIAL PARTICIPATION EXPERIENCES AND ASPIRATIONS WITH RESPECT TO EDUCATIONAL ACTIVITIES AND COMMUNITY LIFE ARE LIMITED FOR MOST TEACHERS IN THREE WAYS--(1) TEACHERS BELIEVE THEIR WIDE PARTICIPATION IN SUCH ACTIVITIES IS INAPPROPRIATE, (2) THEY HAVE NOT PARTICIPATED EXTENSIVELY IN THESE ACTIVITIES, AND (3) THEY DO NOT ASPIRE TOWARD A POWERFUL DECISIONMAKING ROLE EITHER IN EDUCATION OR IN COMMUNITY LIFE. FIFTY-NINE EMPIRICAL FINDINGS ARE APPENDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $2.00. (JK)

MF & HC

ED013792 SP000302

THE PROFESSIONAL TRAINING, SPECIFIC TEACHING ASSIGNMENTS, AND JOB SATISFACTIONS OF GEORGIA SOCIAL STUDIES TEACHERS.

MILLER, HENRY; SCOTT, OWEN

Note: 14P.

Descriptors: Occupational Information/ Questionnaires/ *Social Studies/ Superintendents/ *Teacher Attitudes/ *Teacher Certification/ Teacher Improvement/ Teacher Morale/ Teacher Motivation/ Teacher Qualifications/ *Teaching Assignment/ Teaching Load

Identifiers: EDUCATIONAL TESTING SERVICE/ GEORGIA

TO SURVEY THE CERTIFICATION STATUS, TEACHING ASSIGNMENT, AND SELECTED JOB-RELATED OPINIONS OF GEORGIA SOCIAL STUDIES TEACHERS, DATA ON 115 SCHOOLS AND 403 TEACHERS WAS EXTRACTED FROM A RANDOM SAMPLING OF THE ANNUAL REPORTS OF SCHOOL SUPERINTENDENTS TO THE GEORGIA ACCREDITING COMMISSION. AN UNSTRUCTURED QUESTIONNAIRE ASKING WHICH ASPECTS OF TEACHING THEY FOUND MOST DIFFICULT AND MOST SATISFYING WAS THEN SENT TO THE 278 TEACHERS WHO WERE STILL TEACHING IN THE SAME SCHOOL. 192 RESPONDED. IT WAS FOUND THAT (1) 92 PERCENT OF THE TEACHERS HAD A PROFESSIONAL CERTIFICATE, 6 PERCENT HAD A PROVISIONAL CERTIFICATE, 1 PERCENT AN EMERGENCY CERTIFICATE, AND 1 PERCENT ANOTHER PROFESSIONAL CERTIFICATE. (2) 46 PERCENT TAUGHT ONE SOCIAL STUDIES SUBJECT, 44 PERCENT TAUGHT TWO, AND 9.5 PERCENT TAUGHT FOUR OR MORE. (3) THE SUBJECTS RATED MOST POPULAR BY GEORGIA TEACHERS WERE NEARLY THE SAME AS THOSE RANKED MOST POPULAR IN THE SOUTH AND THE NATION IN A 1963 EDUCATIONAL TESTING SERVICE SURVEY. (4) THE ASPECTS OF TEACHING RATED MOST DIFFICULT WERE MOTIVATING STUDENTS, PERFORMING ADMINISTRATIVE DUTIES, TEACHING COMPLEX COGNITIVE SKILLS, AND CONTROLLING STUDENT BEHAVIOR. (5) HELPING STUDENTS LEARN, SATISFACTION DEPRIVED FROM THE LATER SUCCESS OF FORMER STUDENTS, ASSOCIATING WITH YOUNG PEOPLE, AND BECOMING A BETTER TEACHER WERE THE MOST SATISFYING ASPECTS OF TEACHING. (357

ED012712# SP001229

A SURVEY OF TEACHERS' ATTUTUDES TOWARD CERTAIN ASPECTS OF THEIR PROFESSION.

YOUNG, J.E.M.

Pubi. Date: JUN67

DOCUMENT NOT AVAILABLE FROM EDRS.

Descriptors: Discipline/ Principals/ Questionnaires/ Supervisors/ *Teacher Attitudes/ Teacher Background/ Teacher Characteristics/ Teacher Morale/ Teacher Qualifications/ Teacher Role/ Teaching Conditions/ Women Teachers

TO IDENTIFY FACTORS THAT CONTRIBUTE EITHER POSITIVELY OR NEGATIVELY TO TEACHER MENTAL HEALTH, 629 TEACHERS ENROLLED IN A COLLEGE COURSE ENTITLED "MENTAL HEALTH IN THE SCHOOL" (90 PERCENT FEMALE, MOST WITH 1-2 YEARS TEACHING EXPERIENCE) RESPONDED TO A "PERSONAL RELATIONS QUESTIONNAIRE" ASKING--(1) WHAT DO YOU MOST LIKE AND DISLIKE ABOUT TEACHING, (2) WHICH CHARACTERISTICS OF YOUR PRINCIPAL, SUPERVISOR, AND INVESTIGATOR DO YOU LIKE, AND WHICH DO YOU DISLIKE, AND (3) WHAT ARE THE CHARACTERISTICS OF THE "BEST" AND "WORST" TEACHER IN YOUR SCHOOL. IT WAS FOUND THAT--(1) WORKING WITH AND HELPING CHILDREN, HOLIDAYS AND HOURS, AND THE VARIETY OF WORK WERE THE MOST LIKED FEATURES OF TEACHING, (2) CLERICAL DUTIES, PARENT-TEACHER DIFFICULTIES, AND CORRECTING BOOKS AND EXAMINATIONS WERE THE MOST DISLIKED FEATURES, (3) FRIENDLINESS, HELPFULNESS, AND UNDERSTANDING WERE THE LIKED CHARACTERISTICS OF PRINCIPALS, SUPERVISORS, AND INSPECTORS, (4) PRINCIPALS WERE MOST DISLIKED FOR BEING UNABLE TO CONTROL SCHOOL DISCIPLINE AND FOR BEING DOMINEERING, WHILE SUPERVISORS AND INSPECTORS WERE DISLIKED FOR NOT GIVING HELPFUL SUGGESTIONS AND CONSTRUCTIVE CRITICISM AND FOR INTERRUPTING LESSONS, (5) THE "BEST" TEACHER IS COMMONLY CHARACTERIZED AS KINDLY, WELL-ORGANIZED, UNDERSTANDING, AND ABLE TO MAINTAIN DISCIPLINE AND, (6) THE "WORST" TEACHER IS COMMONLY SEEN AS LAZY, IRRESPONSIBLE, AND UNABLE TO MAINTAIN DISCIPLINE. THIS ARTICLE WAS PUBLISHED IN "CANADIAN EDUCATION AND RESEARCH DIGEST," JUNE 1967. (AW)

ED0120R9# EA000057
IDAHO TEACHER MOBILITY--1965.
ORLICH, DONALD C. ; AND OTHERS
Idaho State Univ., Pocatello. Coll. of Education.
Publ. Date: JUL66
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: *Faculty Mobility/ Questionnaires/ Statistical Analysis/ Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Background/ *Teacher Characteristics/ Teacher Education/ Teacher Motivation/ *Teacher Salaries/ *Teacher Shortage/ *Teacher Transfer/ Teaching Conditions
Identifiers: POCATELLO

WITH IMPROVED CLASSROOM TEACHING AS A MAJOR GOAL, RESPONSES FROM 717 TEACHERS (72.7 PERCENT OF THE 929 SURVEYED) WERE ANALYZED TO DETERMINE CAUSES OF IDAHO'S RELATIVELY HIGH RATE OF PUBLIC SCHOOL TEACHER MOBILITY AND TO RECOMMEND MEASURES PROMOTING TEACHER RETENTION. BASED UPON SIX CONTRIBUTING FACTORS--ADMINISTRATIVE, COMMUNITY, ECONOMIC, PERSONAL AND FAMILY, PUPIL, AND WORKING CONDITIONS--A WEIGHTED COMPARATIVE MEASUREMENT TECHNIQUE, CALLED A "CRITICAL INDEX FOR TEACHER TURNOVER," WAS DEVELOPED FOR A COMPREHENSIVE EVALUATION OF TEACHER RESIGNATION. IN 1965, THE RESIGNATION OF 986 FULL-TIME CERTIFICATED PERSONNEL (13.5 PERCENT OF 7,557 TOTAL) WAS THE SMALLEST NUMBER REPORTED SINCE 1955. DATA SHOW REDUCTION WAS LARGELY DUE TO A SALARY INCREASE MADE POSSIBLE BY THE 1965 STATE SALES TAX APPROPRIATION FOR PUBLIC SCHOOLS. REASONS CITED FOR RESIGNATION OR TRANSFER WERE POOR WORKING CONDITIONS, LACK OF ADEQUATE TEACHING MATERIALS, LOW TEACHER MORALE, AND POOR COMMUNICATION BETWEEN TEACHERS AND ADMINISTRATIVE PERSONNEL. MALE TEACHERS WERE FOUND TO RESIGN OR CHANGE LOCATION PRIMARILY FOR ECONOMIC REASONS AND FEMALE TEACHERS BECAUSE OF WORKING CONDITIONS. DATA TO SUPPORT THE FINDINGS INCLUDE ANALYSES OF MINIMUM AND MAXIMUM SALARY SCHEDULES, AGE DISTRIBUTION, ACADEMIC PREPARATION FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS, MAJOR AND MINOR TEACHING FIELDS, AND RESPONSES BY SEX FOR TEACHERS LEAVING OR REMAINING IN IDAHO. THE STUDY RECOMMENDS CONTINUED IMPROVEMENT IN THE STATE'S ECONOMIC SUPPORT-BASE FOR EDUCATION TO REDUCE THE DETRIMENTAL EFFECTS OF TEACHER MOBILITY ON THE INSTRUCTIONAL PROGRAM, ESPECIALLY AT THE SECONDARY LEVEL WHERE CURRICULUM REFORMS ARE BEING INSTITUTED. THE QUESTIONNAIRES, TABULATED RESPONSES, AND BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE COLLEGE OF EDUCATION, IDAHO STATE UNIVERSITY, POCATELLO, IDAHO 83201, AND FROM THE IDAHO EDUCATION ASSOCIATION, 614 STATE STREET, BOISE, IDAHO 83702, 133 PAGES. (JK)

ED125120 EA008456 MF & HC
Strategy for Dealing with Conflict.
Ellison, John W.
Publ. Date: 76 Note: 7p.

Descriptors: Administrative Personnel/ *Conflict/ *Conflict Resolution/ Elementary Secondary Education/ Employer Employee Relationship/ Guidelines/ Interpersonal Relationship/ Problem Solving/ *Teacher Administrator Relationship/ Teacher Behavior
This list of guidelines for teachers confronted with conflict situations is intended to fill a gap in the literature, which deals almost exclusively with conflict and personnel problems from the administrator's point of view. The author lists steps for teachers to follow before, during, and after a problem arises. These guidelines emphasize the importance of establishing good relations with administrative personnel, of keeping options open, and of carefully recording (and in some cases, notarizing) all interaction with the persons involved in the conflict. (DS)

ED117834# EA007891
Impact of Collective Bargaining on Curriculum-Instruction. National School Boards Association Research Report.
Thompson, A. Gray; Ziemer, Russell H.
National School Boards Association, Evanston, Ill.
Report No.: 1975-2
Publ. Date: 75 Note: 23p.
Available from: National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 ($3.50, quantity discounts)
Document Not Available from EDRS
Descriptors: *Board of Education Policy/ Boards of Education / *Collective Bargaining/ Collective Negotiation/ *Contracts/ Curriculum/ Elementary Secondary Education/ Industrial Relations/ Instruction/ *Occupational Surveys/ Teacher Administrator Relationship/ *Teacher Attitudes
This report presents the findings of a study that examined how contracts between school districts and teacher organizations affect curriculum and instruction and how school board members and teacher leaders view the negotiation of curriculum and instruction matters. To gather data for the study, the authors first examined teacher contracts in 28 major school districts to see whether and to what extent they effect curriculum and instruction and then surveyed board members and teacher leaders in those districts about their views concerning the negotiation of curriculum and instruction matters. Findings of the study show that although most of the contracts studied include provisions related to curriculum and instruction, many board members insist that they do not negotiate such matters. Board members also appear unclear as to whether curriculum and instruction matters are the responsibility of the board or the administration. Teacher leaders, however, unanimously feel that curriculum and instruction matters are important topics for contract negotiations. (JG)

ED116349# EA007836
The Labor Relations Climate and Management Rights in Urban School Systems. The Case of Philadelphia. Labor Relations and Public Policy Series. Report No. 11.
Perry, Charles R.; And Others
Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
Publ. Date: 74 Note: 99p.
Available from: Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19174 ($5.95)
Document Not Available from EDRS
Descriptors: *Collective Negotiation/ *Educational Administration/ *Labor Demands/ Negotiation Agreements/ Negotiation Impasses/ School Systems/ *Teacher Administrator Relationship/ Teacher Associations/ Teacher Employment/ *Teacher Militancy/ Teacher Strikes/ Unions/ Urban Schools
Identifiers: Pennsylvania (Philadelphia)
This study documents the legal, political, economic, and managerial constraints in the Philadelphia Public School System and traces their impact on the policies and practices of the system. Specifically, the study focuses on collective bargaining relationships and on their impact on the system. The first section outlines the basic constraints that have historically shaped decisions about the compensation and utilization of human resources. This is followed by a discussion of the procedural implications and substantive by-products of collective bargaining in the system. The next three chapters examine the substance of current contracts and the agreements that preceded them. The concluding chapter attempts to place collective bargaining in proper perspective within the larger legal, political, economic, and managerial context and to appraise the prospective significance of collective bargaining for the ability of the schools to meet thier basic mission. (Author/MLF)

ED111816 SP009512 MF & HC

Teacher Militancy. A Comparative Study of Ontario, Quebec and New York Teachers, 1975.

Hennessy, Peter H.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.: C-75304

Publ. Date: Jul 75 Note: 86p.

Available from: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P1B4 (no price quoted)

Descriptors: Collective Bargaining/ *Professional Recognition/ Surveys/ *Teacher Administrator Relationship/ *Teacher Associations/ Teacher Attitudes/ Teacher Behavior/ *Teacher Militancy/ *Teacher Strikes

This research report on teacher militancy, published by the Canadian Teachers' Federation, seeks to ascertain the extent to which various groups of teachers are prepared to adopt militant bargaining strategies, and to identify factors which may contribute to the development of militant attitudes. The report first broadly defines militancy among teachers as "aggressive behavior and conflict-oriented strategies in (teachers') collective contacts with the centers of power and authority in education." It then goes on to discuss the problem of analyzing and describing teacher militancy in relation to several traditionally important characteristics of a professional organization, including autonomy, public commitment, personal responsibility, and suitable recognition of members' achievements. The report also discusses and considers professionalism among teachers. The major part of the report explains and discusses the structure and method of the study. The section wich deals with the results of the study contains a discussion of the original hypotheses and a general analysis of the results. The concluding observations presented and discussed stated that (1) the great majority of teachers prefer nonmilitant methods; (2) the perceived needs of the teachers focus on their professional autonomy and the recognition they receive as persons; and (3) self-fulfillment is the key to the new professionalism that is emerging. Appendixes are attached which contain comments from responding teachers, the questionnaire, and the mechanics of the survey. (BD)

ED095975 JC740348 MF & HC

Faculty Collective Bargaining.

Nelson, Hershel H.

Nova Univ., Fort Lauderdale, Fla.

Publ. Date: 3 Jun 74 Note: 8p.

Descriptors: *Collective Bargaining/ *College Teachers/ *Community Colleges/ Higher Education/ Post Secondary Education/ Practicums/ *Teacher Administrator Relationship/ *Teacher Militancy/ Teacher Welfare/ Technical Reports

Faculties in a number of institutions of higher education utilize collective bargaining agents to represent their interests. Collective bargaining is primarily a community college phenomenon. Of 212 institutions with certified bargaining agents, 150 are 2-year institutions. Motivating factors in choosing the collective bargaining process are: the faculty fear of administration policies, the need for recognition, the size and complexity of the school organization, and job security. The demonstration has influenced the faculty's perception of collective bargaining as a means of achieving their objective. Increasingly, state legislatures are recognizing the right of public employees to bargain collectively, and faculties are utilizing this change in attitude to increase benefits through organizing. Among the main dangers of faculty bargaining is the creation of an embattled and adversary climate that is a deterrent to program planning. To defend against this, administrators and legislators should try to understand and empathize with the forces and motivation present in faculty acceptance of unionization. (DB)

ED090660 EA006110 MF & HC

Militancy Among Catholic Lay Teachers.

Huffman, Bonnie J.

Publ. Date: Apr 74 Note: 19p.; Paper presented at American Educational Research Association Annual Meeting (59th Chicago, Illinois, April 1974)

Descriptors: *Catholic Schools/ Collective Negotiation/ Enrollment Trends/ *Lay Teachers/ Negotiation Impasses/ *Teacher Administrator Relationship/ *Teacher Associations/ *Teacher Militancy/ Teacher Strikes/ Unions

The crises in education today are nowhere more critical than those in Catholic schools and are nowhere more dependent for resolution than on lay teacher militancy, labor support, and Federal Government involvement. Historically, lay teachers made up the majority of Catholic school staffs from the 18th through the mid-19th century; they seem certain to reassert this strength today. Governmental authoritarianism in public education has often been paralleled by religious authoritarianism which denies lay participation on any but superficial levels. If it survives as a viable alternative to public schools, the Catholic system will have been revolutionized by growing unionization, far-reaching court decisions, and stringent NLRB intervention. (Author)

ED081075 EA005292 MF & HC

Views and Feelings of Superintendents Who Are Disturbed About Teacher Militancy.

Stuckey, John

Oregon School Study Council, Eugene.

Report No.: OSSC-Bull-Vol-14-No-1

Publ. Date: Sep 70 Note: 42p.

Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

Descriptors: *Administrator Attitudes/ Administrator Role/ Collective Bargaining/ Educational Change/ Professional Recognition/ Superintendent Role/ *Superintendents/ *Surveys/ *Teacher Administrator Relationship/ Teacher Associations/ *Teacher Militancy

Identifiers: *Oregon

Three basic issues examined in this research include why superintendents are disturbed about teacher militancy; whether superintendents view teacher militancy as threatening to local decisionmaking, damaging to public support of education, adversely affecting professionalism, causing severe role conflict for administrators, driving out administrators from teacher organizations, adversely affecting the school organization, or threatening administrative authority; and whether superintendents suspect the motives of militant teachers and believe their militancy is "bad" for education in general. Results indicate that superintendents are divided in their attitudes about teacher militancy, but that the great majority are definitely perturbed by it. Superintendents interviewed were most concerned about public support of education; teacher radicalism and selfish orientation; administrator-teacher relations; and professional education. (Author/WM)

ED081071 EA005288 MF & HC

The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements That Deal with Collective Negotiations and Sanctions.

Fisher, James R.

Oregon School Study Council, Eugene.

Report No.: OSSC-Bull-Vol-13-No-1

Publ. Date: Sep 69 Note: 35p.

Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($1.50)

Descriptors: *Administrator Attitudes/ Analysis of Variance/ Boards of Education/ *Collective Negotiation/ Decision Making/ *Elementary Schools/ Sanctions/ *Secondary Schools/ Statistical Studies/ Tables (Data)/ Teacher Associations/ *Teacher Attitudes/ Teacher Militancy/ Teacher Participation

Identifiers: *Oregon

The decade of the 1960's witnessed an ever-increasing demand by members of the teaching profession for a greater voice in the determination of policies affecting the educational system. Teachers pressed for a more active role in what previously had been considered an administrative function. For this investigation of Oregon educator attitudes toward collective negotiations and sanctions, scores were obtained from a sample population comprising subsets of male and female elementary and secondary teachers, and male and female elementary and secondary principals. Correlations were run to determine the relationship between scales of Progressivism and Traditionalism, to Collective Negotiations and Sanctions. Study results indicated that, generally speaking, respondents with progressive viewpoints tended to favor collective negotiations, and vice versa; male secondary principals and female elementary teachers indicated no relationship between collective negotiations and progressivism; no significant relationship was shown to exist between collective negotiations and traditionalism (with the possible exception of male secondary teachers), and no significant relationship was found between sanctions and progressivism (with the possible exception of female secondary teachers.) (Author/WM)

ED078556 EA005225 MF & HC

Collective Negotiations and Teacher Satisfaction in Selected Indiana Secondary Schools.

Davies, Paul R.; Kline, Charles E.

Publ. Date: 28 Feb 73 Note: 10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Descriptors: *Collective Negotiation/ *Educational Research/ Secondary Schools/ Speeches/ Teacher Administrator Relationship/ *Teacher Associations/ *Teacher Morale/ Teacher Motivation/ *Teaching Experience

Identifiers: Indiana

This paper reports a study that sought to determine whether differences in bargaining procedures are related to differences in teacher satisfaction or morale. Of the forty schools in the random sample, 27 were operating under traditional collective negotiation procedures -- teachers relatively unorganized; eight were operating under procedural negotiation procedures -- characterized by specific procedures related to negotiations; and five were operating under comprehensive contracts -- similar in scope and content to a union labor contract. The study used the Purdue Teacher Opinionnaire, a multidimensional morale instrument. The instrument measured teacher morale under specific bargaining procedures at one point in time. The results and some comparisons are provided. (Pages 2, 3, and 7 may reproduce poorly.) (JF)

ED077100 EA00^988 MF & HC

The Effect of the Elementary School Principal's Rule Administration on Staff Militancy and Leadership Behavior.

Lutz, Frank W.; McDannel, John A.

Publ. Date: Feb 73 Note: 12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

Descriptors: Administrative Principles/ Administrator Characteristics/ Data Analysis/ *Elementary Schools/ Hypothesis Testing/ Leadership/ Leadership Styles/ Organizational Climate/ *Principals/ Research/ Role Perception / School Administration/ Speeches/ Statistical Studies/ *Teacher Administrator Relationship/ *Teacher Militancy

The authors discuss the trend emerging from organizational research which shows in part that administrators are more effective as they are perceived to be considerate of their subordinates. Based on field observations and on the contention that (in an era of increasing collective behavior on the part of teachers) hostility might take the form of increased teacher militancy, five hypotheses were developed and tested in their null form. Results on two of the hypotheses indicate no relationship between teacher militancy and either representative- or punishment-centered rule administration. Results on two other hypotheses leave little doubt, however, that when elementary principals are perceived by teachers as being representative-centered in their rule administration, they are also perceived as having high leadership; and likewise that when they are perceived as being punishment-centered they are also perceived as having low leadership behavior. Results on the fifth hypothesis confirm that teacher militancy declines as the perceived leadership of the principal increases. (Author)

ED075929 EA005148 MF & HC

The Professional Negotiator: Role Conflict, Role Ambiguity and Motivation To Work.

Medford, Robert E.; Miskel, Cecil

Publ. Date: Feb 73 Note: 22p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

Descriptors: Analysis of Variance/ Collective Bargaining/ *Collective Negotiation/ Data Analysis/ Discriminant Analysis/ *Role Conflict/ School Systems/ Speeches/ *Statistical Studies / *Teacher Administrator Relationship/ *Teacher Militancy/ Work Attitudes

Identifiers: *Negotiators

The investigation examined the relationship among role conflict, role ambiguity, and motivation to work of teacher-negotiators. The theoretical rationale for the study was formulated from the finding of Walton and McKersie, Deutsch, Vidmar and McGrath, and Blum concerning the negotiator's conflict with his adversary, his dependence on his representative group, his personal role in the negotiation process, and his desire for job security and stability. The sample included 191 negotiators and 247 nonnegotiators. Data analysis procedures include discriminant analysis and analysis of variance. A quasi-factor describing the differences between negotiator and nonnegotiator groups was developed from the research findings. (Author)

ED074624 EA005028 MF & HC

Teacher and Administrator Attitudes Toward Collective Negotiation Issues.

Miskel, Cecil

Publ. Date: Feb 73 Note: 14p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

Descriptors: *Administrator Attitudes/ Administrator Background/ *Collective Negotiation/ *Educational Research/ Speeches/ *Statistical Analysis/ Teacher Associations/ *Teacher Attitudes/ Teacher Background

This paper reports on an empirical investigation of teacher and administrator attitudes toward negotiation issues and processes. The study sought to determine the relationship between selected demographic and attitudinal variables and teacher and administrator attitudes toward the scope of the negotiations process. A Collective Negotiations Index (CNI) was developed to measure the level of expressed agreement by educators toward specific bargaining issues. Returns were received from 771 teachers and 76 administrators out of a random sample of 1,075 Kansas certified school employees. Analysis of study results disclosed that the demographic and attitudinal variables included in the investigation were poor predictors of the relative importance that educators place on bargaining issues. (JF)

ED035075 EA002661 MF

Professional Negotiation and the Principalship.

Department of Elementary School Principles, Washington, D.C.

Publ. Date: 69 Note: 253p.

Available from: Dept. of Elementary School Principals, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 181-05578, single copy $6.00, quantity discounts)

Descriptors: Administrative Personnel/ *Collective Negotiation/ Community Control/ Curriculum Development/ Decentralization/ Decision Making/ Elementary School Supervisors/ Grievance Procedures/ Parent Reaction/ *Principals/ Professional Recognition/ *School Systems/ State Legislation/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Militancy

The 16 articles in this collection discuss the professional negotiation movement and its implications for principals. Included are a series of articles from The National Elementary Principal that deal with trends in professional negotiation and the principals' role. The collection is directed toward principals with the stated aims of: (1) increasing their understanding of the negotiation movement, (2) providing them with thoughtful guidelines and specific techniques useful in negotiations, and (3) encouraging them to explore different patterns of administration and decision making. Appendices contain (1) a glossary of terms used in the analysis of negotiation and (2) sample contracts--one between a school district and a teachers' association, the other between a city board of education and a city association of administrators and supervisors. (MF)

ED015542# EA000982

INSIDE THE ORGANIZATION TEACHER--THE RELATIONSHIP BETWEEN SELECTED CHARACTERISTICS OF TEACHERS AND THEIR MEMBERSHIP IN TEACHER ORGANIZATIONS.

BRINKMEIER, ORTA A. ; AND OTHERS

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Publ. Date: JUN67

DOCUMENT NOT AVAILABLE FROM EDRS.

Descriptors: Boards of Education/ Civil Rights/ Collective Bargaining/ Collective Negotiation/ Decision Making/ *Elementary School Teachers/ *Organizational Climate/ Personality Assessment/ Sanctions/ School Environment/ *Secondary School Teachers/ Teacher Administrator Relationship/ *Teacher Associations/ Teacher Attitudes/ Teacher Certification/ *Teacher Characteristics/ Teacher Strikes/ Tenure

Identifiers: MINNEAPOLIS

THE FIRST PHASE OF A COORDINATED THREE-DIMENSIONAL STUDY OF TEACHER CHARACTERISTICS INVESTIGATED PLATFORM DIFFERENCES BETWEEN THE STATE'S TWO MAIN TEACHERS' ORGANIZATIONS AND THE KNOWLEDGE, OPINIONS, AND ATTITUDES OF TEACHERS ON 11 ISSUES OVER WHICH THE EDUCATION ASSOCIATION AND FEDERATION OF TEACHERS AFFILIATES WERE IN CONFLICT. THE SECOND STUDY EXAMINED THE RELATIONSHIP BETWEEN TEACHER PERSONALITY FACTORS AND TEACHER ORGANIZATION MEMBERSHIP. THE THIRD STUDY EXAMINED RELATIONSHIPS BETWEEN THE ORGANIZATIONAL CLIMATE OF A SCHOOL AND TEACHER ORGANIZATIONAL MEMBERSHIP AND ACTIVITY PATTERNS. RESPONSE DATA WERE ANALYZED FROM A RETURN OF 1,262 QUESTIONNAIRES (90.5 PERCENT OF 1,426 TOTAL), REPRESENTING AN 11 PERCENT STRATIFIED RANDOM SAMPLE OF PUBLIC SCHOOL TEACHERS IN THE SEVEN COUNTY TWIN CITIES AREA--417 TEACHERS FROM 21 ELEMENTARY SCHOOLS, 320 FROM SEVEN JUNIOR HIGH SCHOOLS, 448 FROM NINE LARGE SECONDARY SCHOOLS, AND 241 FROM EIGHT SMALL SECONDARY SCHOOLS. THE VAST MAJORITY OF MEMBERS OF TEACHERS' ORGANIZATIONS WERE FOUND TO AGREE WITH THEIR ORGANIZATION'S POSITION ON CONTROVERSIAL ISSUES. WHILE DISTINCTIVE PERSONALITY CHARACTERISTIC PATTERNS WERE FOUND AMONG MEMBERS OF THE TWO ORGANIZATIONS, TEACHER ORGANIZATION MEMBERSHIP WAS FOUND TO BE UNRELATED TO THE ORGANIZATIONAL CLIMATE OF A SCHOOL. AN INTERPRETIVE OUTLINE SUMMARIZES 38 FINDINGS, WITH IMPLICATIONS TO HELP TEACHERS, LEADERS, AND ADMINISTRATORS VISUALIZE THEIR ENVIRONMENTS. THIS DOCUMENT IS AVAILABLE FROM THE INTERSTATE PRINTERS AND PUBLISHERS, INC., DANVILLE, ILLINOIS 61832, 119 PAGES. (JK)

ED015520 24 EA000750 MF & HC

A CRITICAL STUDY OF THE LEADER BEHAVIOR OF SCHOOL ADMINISTRATORS IN CONFLICT WITH TEACHERS' UNIONS.

CAVE, DAVID RAYMOND
Michigan State Univ., East Lansing. Coll. of Education.

Report No.: BR-6-8358-ER-37
Publ. Date: JAN67 Note: 257P.

Descriptors: *Administrative Personnel/ Administrator Role/ Behavior/ Boards of Education/ Collective Negotiation/ *Conflict Resolution/ Labor Legislation/ *Leadership/ Leadership Styles/ Leadership Training/ Organizational Climate / Personnel Selection/ Role Perception/ School Superintendents / Teacher Administrator Relationship/ *Teachers/ Teacher Strikes/ *Unions

Identifiers: EAST LANSING

A STUDY OF 10 SCHOOL DISTRICTS TESTED THE HYPOTHESIS THAT CLASHES BETWEEN SCHOOL ADMINISTRATORS AND TEACHERS' UNIONS ARE DUE LARGELY TO THE CONFLICTING PERCEPTIONS OF THE SCHOOL ADMINISTRATOR'S LEADERSHIP BEHAVIOR AS DESCRIBED BY THE ADMINISTRATOR HIMSELF, BY THE SCHOOL BOARD, AND BY MEMBERS OF THE TEACHERS UNION. ACCORDING TO THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE ADMINISTERED, RESPONDENTS OF ALL THREE GROUPS DEFINED IDEAL AND REAL ADMINISTRATORS IN SIMILAR TERMS ON A SCALE OF 12 LEADER BEHAVIOR DIMENSIONS. BACKGROUND INFORMATION WAS OBTAINED BY INTERVIEWING QUESTIONNAIRE RESPONDENTS, LABOR MEDIATION BOARD MEMBERS, AND UNIVERSITY PROFESSORS. FOLLOWING HALPIN'S SCHEME FOR MEASURING LEADER BEHAVIOR, QUADRANT ANALYSES INDICATED THAT THE SIX LEADER BEHAVIOR DIMENSIONS CONTRIBUTING MOST TO CONFLICT WERE (1) CONSIDERATION, (2) INITIATION OF STRUCTURE, (3) INTEGRATION, (4) DEMAND RECONCILIATION, (5) TOLERANCE OF FREEDOM, AND (6) PRODUCTION EMPHASIS. CONCEPTS STUDIED WERE DEVELOPED FROM A SURVEY OF LITERATURE RELATED TO LEADERSHIP, CONFLICT, AND CONFLICT RESOLUTION. RECOMMENDATIONS INCLUDED--(1) STUDY OF APPLICABILITY OF THE RESEARCH MODEL FOR USE IN EDUCATIONAL ADMINISTRATION, (2) EVALUATION OF PROCEDURES FOR SELECTION OF SCHOOL ADMINISTRATORS WITH RESPECT TO EACH SCHOOL'S ORGANIZATIONAL CLIMATE, AND (3) DEVELOPMENT OF ADEQUATE PROGRAMS FOR TRAINING ADMINISTRATORS, WITH GREATER EMPHASIS ON THE BEHAVIORAL SCIENCES. (JK)

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